SYLLABUS

Norman J. Radow College of Humanities and Social Sciences
Department of Geography & Anthropology
GEOG 3380-W01: Geography of North America
Spring 2023: January 9 to May 2, 2023

Course Information

Class meeting time: Asynchronous Online
Modality: Asynchronous Online
Location: Online on D2L

Instructor Information

Name/Title: Dr. Paul N. McDaniel, Associate Professor of Geography
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Faculty Web: Visit Dr. McDaniel's FacultyWeb page
Office Location: Math & Statistics Building (MS) 236 (a SafeSpace) on Kennesaw Campus
Drop-In Office Hours & Location: Virtual via Microsoft Teams
Department of Geography & Anthropology Main Office:
Social Sciences Building (Kennesaw Campus) room 4042. Phone: 470-578-2373.

Preferred Method of Communication

If you have questions or concerns about our course, please send your messages to Dr. McDaniel at paul.mcdaniel@kennesaw.edu. I will do my best to respond within 24 hours, Monday to Friday, during regular business hours (9:00 AM to 5:00 PM). For messages that arrive over the weekend (after 5:00 PM on Friday) or during holidays, I will respond the next business day. While I will also respond to messages sent through the D2L email message platform within the online course, it may take longer for me to respond than via regular KSU email. Email is a primary form of communication for businesses and other professional settings such as at a university. Knowing when and how to write effective emails is critical because email often provides the first impression of you and your communication skills (i.e., sending a professional email within a professional setting is not the same as sending a text message to a friend). As such, please refer to the KSU Writing Center's Guide on Writing Professional Emails.

Course Description & Purpose

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. 3 credit hours.

Course Objectives

After successful completion of this course, students will 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 Textbook/Supporting Materials

Required Texts: 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 in this syllabus):

- 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, and it is also available as a hardback book and as an e-book).
- 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. This book is also available as an audio book from a variety of sources).

Recommended Texts: To add further context to textbook concepts, class discussions, and ongoing current events, 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 to students online via D2L. Please note that every attempt will be made to include the research and work done by researchers and scholars who have contributed to geographic thought who are often underrepresented in academia, including integrating research and readings by scholars of various races and ethnicities, genders, sexual orientations, abilities, and other aspects of intersectionality.

Technology 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. To function in this online course, you will also need to be able to use basic Internet functions, be familiar with using KSU's Desire2Learn (D2L) online learning management system, and regularly check your KSU email and D2L messages and announcements.

Course Policies and Expectations

Attendance

Class Participation. For this class, you should be diligent about reading the required textbook as class activities (lectures, quizzes, exams, discussions, Google Earth region tours) are based on content directly from the textbook. Regular participation and meeting course graded activity deadlines are an essential component to succeeding in this class. Consider our class an assemblage of individuals that is unique and irreplaceable. Irregular participation not only hurts a student's course work, but it weakens the class as a whole. If you need to miss a graded activity deadline for a reasonable reason, please let me know via email along with a valid excuse (such as a doctor's note). If you have an unplanned missed deadline, please let me know about the reason via email as soon as possible after the missed due date occurs along with documentation for the reason for missing the due date. **Financial Aid Attendance Compliance:** You are responsible for determining your enrollment status in all classes to protect your financial aid monies. NOT ATTENDING A CLASS FOR WHICH YOU ARE REGISTERED IS NOT THE SAME AS **WITHDRAWING FROM THE COURSE.** You must complete an online withdrawal to be removed from a course. If you stop attending class but do not complete an online withdrawal BEFORE the last day to drop without academic penalty, you will receive a grade of WF, which counts as an F in calculating your grade point average and counts as a completed course for determining your financial aid award.

Interaction and Engagement

This course provides regular and substantive interaction between the learners and the instructor by providing direct instruction via the instructor-created and recorded audio/video lectures, assessing and providing timely feedback on student coursework, providing information and responding to questions about the content, and facilitating discussions regarding the content of the course. The faculty member will also be monitoring student academic engagement and success (via the various required course activities and the tools provided by D2L) and promptly and proactively engage in substantive interaction with a student when needed on the basis of such monitoring, or upon request by the student.

Grading & Evaluation Policies

All graded activity due dates are clearly listed in multiple locations to help you stay organized and on schedule for successful completion of all course components. Due dates are clearly listed in the course grade activity chart below, in the module schedule further below in this syllabus, in D2L on each individual activity page, and in the online D2L course calendar. Typically, I will do my best to grade items and return feedback to you in the grade item submission area within D2L within one week of the due date for the item.

Final Course Grading Scale

700 Total Possible Points. Final course grades will be assigned based upon the total points earned from the items described in detail below out of 700 total possible points, computed to a percentage according to the grade guideline below. To determine your percent grade, simply add up the total points you have earned in the course, then divide by the total possible points in the course (700 total possible points), then multiple by 100 to arrive at your percent grade out of 100 percent.

A = 90% to 100%   B = 80% to 89%   C = 70% to 79%   D = 60% to 69%   F = 0% to 59%

I will round up final course grades if they are > or = 0.5 or above, for example, an 89.6 is an A, but 79.2 is a C.

Midterm Exam (100 points)

Covers Chapters 1-11 from Hardwick textbook and Chapters 1-14 from Woodard American Nations book. Consists of 50 multiple choice questions worth 2 points each for a total of 100 points. D2L will grade the exams automatically so you will be able to see your grade immediately upon completing the exam.
- Due: March 2 by 11:59 PM

Final Exam (100 points)

Non-cumulative, covers Chapters 12-19 from the Hardwick textbook and Chapters 15-28 from Woodard's American Nations book. Consists of 50 multiple choice questions worth 2 points each for a total of 100 points. D2L will grade the exams automatically so you will be able to see your grade immediately upon completing the exam.
- Due: May 2 by 11:59 PM

Reading Quizzes (100 points)

There will be ten multiple choice reading quizzes throughout the course, each with 5 questions worth 2 points each for a total of 10 points for each quiz and an overall total of 100 points for the total reading quizzes grade for the course. 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.
- Reading Quiz 1: January 19
- Reading Quiz 2: January 26
- Reading Quiz 3: February 2
- Reading Quiz 4: February 9
- Reading Quiz 5: February 23
- Reading Quiz 6: March 16
- Reading Quiz 7: March 30
- Reading Quiz 8: April 6
- Reading Quiz 9: April 13
- Reading Quiz 10: April 27

Discussions (100 Points)

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 350 words) to the discussion topic prompt/question and respond in one paragraph (at least 50 words) each to at least 3 other classmates' responses to create a dialogue around the topics that the entire class is participating in. The discussion assignment grading rubric below contains detailed information about what is required for the discussions and how points are awarded for different items required within the discussions. See schedule overview for discussion due dates and related course modules.
- Discussion 1: January 19
- Discussion 2: February 16
- Discussion 3: March 30
- Discussion 4: April 27

Grading Rubric for Each Discussion Activity

	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 Support	5 points The post has clearly and explicitly referenced material to the readings and personal experiences to reinforce the opinion/statements.	2.5 points Some material or personal experiences are referenced.	0 points 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 At Least 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.
Total	25 points	12.5 points	0 points

Google Earth Project Overview and Grade Components

Over the course of the semester, you will design and produce an interactive geovisual narrative project using the platform Google Earth. This is the major project for this course. The final product will be an argument driven creative interactive digital narrative tour of a particular topic as it occurs in a particular place(s) or region(s) of North America. Your project should explore the significance of geographic space, place, and geography to your selected topic. A geographic spatial approach helps us to think about relationships between places related to a given topic, such as the different sub-regions we explore in Geography of North America. You should also be creative in your approach to creating your Google Earth Project.

Working with a digital platform and building your own maps and accompanying descriptive text narrative may seem time consuming at first, but is also extremely rewarding and an exciting alternative to a typical "research/term paper". This assignment may be intimidating at first if you have little experience with digital mapping, Google Earth, or other similar digital platforms. However, through the gradual steps, including the specific step-by-step guidance, and the examples provided throughout the course for each sub-region, the project is approachable for everyone no matter your experience level with Google Earth and digital mapping. By completing this project, you will gain skills in creating a project within Google Earth. These skills will be useful beyond this course, particularly for those of you who may be going into teaching (presenting examples of topics using Google Earth is very helpful in the classroom).

You must first select a specific topic for your Google Earth Project. Regional geography is very broad and encompasses many subjects spanning the various subfields of geography (physical/environmental geography, human, historical, population, cultural, economic, political, urban geography, etc.). Whatever topic you choose to focus on, it is important that your given topic relates to the broader course focus on North America or one of its sub-regions and that it has a clear spatial component and is driven by a central question. You should think about the significance of where events happen, where people are from, how geography affects people, etc. Think about how you might incorporate one or more of the five themes of geography (location, place, human-environment interaction, movement, and region) into your analysis of the topic. Full instructions, details, list of topic ideas, links to example Google Earth Project, and links to references and help

documents for the project are all posted in the Google Earth Project module folder on D2L. Examples of Google Earth Projects are also found in each sub-region module related to each chapter in the textbook.

One item of note, when you actually start to create your Google Earth Project in Google Earth, please select the option to create a project that is saved to Google Drive, NOT the option that creates a KML file (DO NOT create the KML version, simply create the Google Drive version). With the option to save it to google drive, you can then change the sharing settings of your project to simply share the weblink to your project with me and other students as part of the various project deliverables. Final project shareable web links will also be submitted to a discussion forum so that everyone in the class can view and interact with each final project. You will submit the shareable web link to your Google Earth Project to the appropriate assignment dropbox in D2L and to a discussion forum in the Google Earth Project module in D2L. Along with the web link, you must also post a brief summary title and overview about your project in the discussion forum. In addition to the above, within the final Google Earth Project discussion forum, you must also respond to at least three other students' final project discussion posts after viewing their projects. Please submit the web link to the final version of your Google Earth Project to the Final Google Earth Project assignment dropbox AND to the Final Google Earth Project Discussion forum.

The overall Google Earth Project is completed via six different graded activities throughout the semester that are designed to build upon one another and help you create a polished overall project by the end of the semester:

1. Google Earth Project StoryBoard (25 points)

Please use the Google Earth StoryBoard template document provided in the Google Earth Project module in D2L to plan out your project. Please submit the StoryBoard along with proposed title and brief summary paragraph to the Google Earth Project StoryBoard discussion forum in the project module in D2L.
- Due: February 2

2. Google Earth Project StoryBoard Planning Discussion (25 points)

In addition to posting your StoryBoard, please also respond to at least three other students' storyboard posts in the discussion forum with constructive feedback that should be helpful to the further preparation of each project.
- Due: February 9

3. Google Earth Project Draft for Feedback (50 points)

Please submit the shareable weblink to the draft version of your Google Earth Project in the appropriate assignment dropbox in D2L (please make sure you have updated the sharing settings in your google earth project to "anyone with a link can view" so that the instructor will be able to view your project). Please include a project title and brief summary text overview. The instructor will provide timely feedback on the draft version of your project.
- Due: March 23

4. Final Google Earth Project (100 points)

Please submit the web link to the final version of your Google Earth Project to a discussion forum in the Google Earth Project module in D2L (please make sure you have updated the sharing settings in your google earth project to "anyone with a link can view" so that the instructor and others in the class will be able to view your project, which is also important for the Final Google Earth Project Discussion activity).
- Due: April 20

5. Final Google Earth Project Presentation (50 points)

Along with the web link, you must also post a brief summary title and overview about your project in the discussion forum and a summary presentation of your Google Earth Project. The presentation may be in the form of a voice over audio/video screen capture recording of you guiding viewers through your Google Earth Project, or a digital presentation file (such as PPT or Prezi using screen shots from your Google Earth Project).
- Due: April 20

6. Final Google Earth Project Discussion (50 points)

In addition to the Final Google Earth Project submission, within the final Google Earth Project discussion forum you must post the shareable link to your Google Earth Project and to your presentation, you must also respond to at least three other students' final project discussion posts after viewing their projects.
- Due: May 1

Grading Rubric for Final Google Earth Project

	Exemplary	Midpoint	Unsatisfactory
Geography Content Explains "The Why of Where"	50 points Project has a strong spatial focus.	25 points Project has somewhat of a geographic focus, could be stronger.	0 points Project lacks spatial content.
Diversity of View Types (2D, 3D, Street View)	15 points Project has a mixture of different types of views for different stops throughout the tour (2D views, 3D views, street views).	7.5 points Project mostly just has one type of view for each stop along the tour with an occasional different type of view.	0 points Project consists entirely of just one type of view for each stop along the tour.
Length of Project	15 points Project has 10 or more different "stops" along the google earth project tour of your topic.	7.5 points Project has 3-4 stops along the tour.	0 points Project has 0-2 stops along the tour.
Section Breaks (Full Screen Slides)	5 points 3-5 Section Break Full Screen Slides, including an Introduction slide and a Conclusion slide.	2.5 points 1 – 2 section breaks, or no introduction or no conclusion slide.	0 points No section break full screen slides
Proof-reading	5 points 0-9 spelling and/or grammar mistakes.	2.5 points 10-19 spelling and/or grammar mistakes	0 points 20+ spelling and/or grammar mistakes.
Reference List	10 points 5+ sources, alphabetized, follows consistent citation format. For help on reference citation formatting, see the guides from the KSU Writing Center: https://writingcenter.kennesaw.edu/	5 points 1-4 sources, needs formatting attention, bibliography not alphabetized, poorly formatted	0 points No references
Total	100 points	50 points	0 points

Other Course-Specific Policies

Late work may be accepted at the discretion of the instructor through either making pre-arrangements for a late submission with a valid excuse with documentation or for an unplanned missed due date with a valid excuse and documentation. Simply submitting a graded activity late without communicating with the instructor as to the reason why it was submitted late is unprofessional. Also, late work most likely will not be accepted more than one week after the stated due date. However, "life happens" and so it may be necessary for you to submit something late due to an unforeseen circumstance. Such issues are taken into account, but please communicate with the professor. So that final course grades can be submitted to the university on schedule, no late work will be accepted after the last official day of class for the term as stated in the official university calendar unless there is a valid reason with documentation (such as pre-arranged accommodations or a valid excuse such as a doctor's note).

Communication Rules/Online Course Etiquette

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**. This netiquette resource may prove useful to students.

How to Succeed in this Class

To succeed in this class, you will need to log on daily, and refer to the detailed schedule in this syllabus which lists the course modules week-by-week and the due dates for discussions, reading quizzes, Google Earth Project components, and exams. The D2L course calendar also specifies due dates for all course items. An online class can be both challenging and exciting. You need to have and make the time to complete all the activities, participate in discussions, and be proactive and open-minded to learning. You also need to be self-motivated and self-disciplined to succeed.

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 about how to properly cite a particular source, check out the RCHSS ODE's Plagiarism Resources (for MLA and APA) for more information.

Institutional Policies

KSU 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. For more information, visit KSU's Office of Institutional Equity page.

KSU Diversity Statement and Diversity Vision Statement

Diversity Statement: Kennesaw State University prides itself on offering a premiere, personalized educational experience for leadership and engagement within a diverse nation and world. This educational experience is achieved through recognition and appreciation of the differing backgrounds and experiences reflected within the University community. We firmly believe that sensitivity to diversity, equity, and global interdependence is central to fostering supportive living, learning, and working environments. A welcoming and inclusive climate is critical to attaining Kennesaw State University's research, scholarship, teaching, and engagement goals. The University will engage our students, faculty, staff, and other stakeholders in order to achieve an inclusive and welcoming campus community. For more information, visit KSU's Division of Diverse and Inclusive Excellence Defining Diversity and Inclusion page.
Diversity Vision Statement: It is our vision to create a strong multicultural and diverse educational environment at KSU in order to increase student satisfaction and to promote an understanding and awareness of people from various backgrounds upon graduation. In this way, KSU students will be educated for and can effectively compete in the global society. For more information, visit KSU's Institutional Policies page, and the KSU Student Catalog's Student Rights and Responsibilities page.

Codes of Conduct

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. The KSU Codes of Conduct include: the general Student Code of Conduct, the Residential Code of Conduct, and the Code of Academic Integrity. Kennesaw State University reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies. For more information, visit KSU's Department of Student Conduct and Academic Integrity page.

Federal, BOR, & KSU Course Syllabus Policies

There are numerous federal, University System of Georgia (USG) Board of Regents (BOR), and KSU course syllabus policies that outline students' rights and responsibilities. Students are responsible for visiting the KSU website that lists these and for being familiar with all of the policies listed. For detailed information, visit the Course Syllabus Policies page.

Americans with Disabilities Act (ADA) Compliance Policy

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for

Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at 470-578-2666. For more information, visit KSU's Institutional Policies page.

KSU Student Resources

A wealth of resources is available on campus for students. Visit the KSU Student Resources page and KSU Required Syllabus Information page for detailed information about: Coronavirus (COVID-19); Technology Assistance; Student Support and Wellness; Academic Resources (including Grade Appeals). You can also access information regarding Financial Aid, the Registrar, and the Bursar by visiting their websites. KSU's Online Learning Support division is also available if you need assistance with online courses.

KSU Writing Center

You are strongly encouraged to take advantage of the KSU Writing Center, a free resource to help you improve any kind of writing in any subject. Friendly, experienced peer writing assistants work with you one-on-one to develop strategies for topic development, revision, editing, source documentation, and much more. Appointments are available online in real time as well as on both campuses (K-English 242 and M-Johnson 237) and can be scheduled one hour to two weeks in advance. The Writing Center also offers specialized support for graduate students and includes the English Language Program (formerly the ESL Center), which provides a variety of tutoring, advising, and mentoring services for students whose primary language is not English. For more information, visit the KSU Writing Center page to reserve your appointment and to learn more about Writing Center services and online resources.

Course Schedule

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 listed within this schedule below, in the Grading and Evaluation Policies section earlier in this syllabus, and are also clearly listed in the online D2L course calendar and on each graded activity item within D2L. All due dates for activities are in Eastern Time and are due by 11:59 PM on D2L on the specified due date.

Week	Modules	Readings/Content/Activities/Items Due	Due Date
Week 1: January 9-12	0: Start Here 1: Introduction	Getting started, course introduction Read Geography.com website for general quick refresher overview of the discipline of geography. Hardwick Ch. 1: North America Introduction Woodard Part One: Origins 1590 to 1769, Chs. 1-9 (finish reading by week 4)	
Week 2: January 16-19	2. North America's Environmental Setting	Hardwick Ch. 2: North America's Environmental Setting Woodard Part One: Origins 1590 to 1769, Chs. 1-9 (finish reading by week 4) **Due January 19:** Quiz 1 Discussion 1 (Introduce Yourself)	January 19: Quiz 1 Discussion 1

Week	Modules	Readings/Content/Activities/Items Due	Due Date
Week 3: January 23-26	3. Historical Settlement of North America	Hardwick Ch. 3: Historical Settlement of North America Woodard Part One: Origins 1590 to 1769, Chs. 1-9 (finish reading by week 4) **Due January 26:** Quiz 2	January 26: Quiz 2
Week 4: January 30-February 2	4. North American Political Economy 20: Google Earth Project	Hardwick Ch. 4: North American Political Economy Woodard Part One: Origins 1590 to 1769, Chs. 1-9 (finish reading this section by this week) **Due February 2:** Quiz 3 Google Earth Project StoryBoard Due	February 2: Quiz 3 Google Earth Project StoryBoard
Week 5: February 6-9	5. Atlantic Periphery 6. Quebec 20: Google Earth Project	Hardwick Ch. 5: The Atlantic Periphery Hardwick Ch. 6: Quebec Woodard Part Two: Unlikely Allies 1770 to 1815, Chs. 10-14 (finish reading by week 8) **Due February 9:** Quiz 4 Google Earth Project StoryBoard Discussion	February 9: Quiz 4 Google Earth Project StoryBoard Discussion
Week 6: February 13-16	7. Megalopolis	Hardwick Ch. 7: Megalopolis Woodard Part Two: Unlikely Allies 1770 to 1815, Chs. 10-14 (finish reading by week 8) **Due February 16:** Discussion 2	February 16: Discussion 2
Week 7: February 20-23	8. Great Lakes and Corn Belt 9. Inland South	Hardwick Ch. 8: The Great Lakes and Corn Belt Hardwick Ch. 9: The Inland South Woodard Part Two: Unlikely Allies 1770 to 1815, Chs. 10-14 (finish reading by week 8) **Due February 23:** Quiz 5	February 23: Quiz 5
Week 8: February 27-March 2	10. Coastal South 11. Great Plains 11.1. Midterm Exam	Hardwick Ch. 10: The Coastal South Hardwick Ch. 11: The Great Plains Woodard Part Two: Unlikely Allies 1770 to 1815, Chs. 10-14 (finish reading this section by this week) **Due March 2:** Midterm Exam (Hardwick Ch. 1-11; Woodard Ch. 1-14) Note: A midterm course grade will be assigned by the midterm grade due date identified on the Spring 2023 academic calendar. This	March 2: Midterm Exam

Week	Modules	Readings/Content/Activities/Items Due	Due Date
		midterm course grade is based on all your graded activities for this course up to this point in the semester for assessing mid-semester performance prior to the last day to withdraw without academic penalty. You may view your midterm course grade in Owl Express. Note that only your final course grade will be officially recorded on your academic transcript.	
Week 9: March 6-12	SPRING BREAK	SPRING BREAK	
Week 10: March 13-16	12. Rocky Mountain Region	Hardwick Ch. 12: The Rocky Mountain Region Woodard Part Three: Wars for the West 1816 to 1877, Chs. 15-21 (finish reading by week 14) March 14: Last Day to Withdraw Without Academic Penalty **Due March 16:** Quiz 6	March 16: Quiz 6
Week 11: March 20-23	13. Intermontane West 20. Google Earth Project	Hardwick Ch. 13: The Intermontane West Woodard Part Three: Wars for the West 1816 to 1877, Chs. 15-21 (finish reading by week 14) **Due March 23:** Draft version of Google Earth Project for instructor feedback Note: March 23-27, Dr. McDaniel will be away attending the American Association of Geographers annual meeting in Denver, Colorado. As such, there will be no formal class meeting on March 23 and this will allow time for you to work on your Applied Research Project.	March 23: Draft version of Google Earth Project for instructor feedback
Week 12: March 27-30	14. MexAmerica	Hardwick Ch. 14: MexAmerica Woodard Part Three: Wars for the West 1816 to 1877, Chs. 15-21 (finish reading by week 14) **Due March 30:** Quiz 7 Discussion 3	March 30: Quiz 7 Discussion 3
Week 13: April 3-6	15. California	Hardwick Ch. 15: California Woodard Part Three: Wars for the West 1816 to 1877, Chs. 15-21 (finish reading by week 14) **Due April 6:** Quiz 8	April 6: Quiz 8
Week 14: April 10-13	16. 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) **Due April 13:** Quiz 9	April 13: Quiz 9

Week	Modules	Readings/Content/Activities/Items Due	Due Date
Week 15: April 17-20	17. Hawai'i and the Pacific Islands 20. Google Earth Project	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) **Due April 20:** Google Earth Project and Presentation	April 20: Google Earth Project and Presentation
Week 16: April 24-May 1	18. Far North 19. Future of North America 20. Google Earth Project	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) April 25: Last Day to Withdraw with a WF grade **Due April 27:** Quiz 10 Discussion 4 **Due May 1:** Google Earth Project Discussion May 1: Last day of classes for Spring 2023	April 27: Quiz 10 Discussion 4 May 1: Google Earth Project Discussion
Week 17: May 2	21. Final Exam	**Due May 2:** Final Exam (Hardwick Ch. 12-19; Woodard Ch. 15-28) due by 11:59 PM on D2L Dr. McDaniel will be calculating and submitting final course grades on May 3.	May 2: Final Exam