

GEOG 262 (Geography of North America) IVN Version Fall Semester of 2007

(UND Call# 4592; NDSU Call# 2202; MaSU Call# 19960)
EFFECTIVE AS OF 22 AUG 2007 AND SUBJECT TO CHANGE

Course Logistics

Instructor: Dr. D. C. Munski, Professor of Geography (UND) and Adjunct Professor of Geosciences (NDSU) Ireland Hall 154, ph. 777-4591 (direct) or 777-4246; e-mail address: douglas_munski@und.nodak.edu.

Instructor's Office Hours: Listed on www.online.und.nodak.edu GEOG 262 IVN web site (please call ahead to confirm instructor's specific availability) plus by appointment at other mutually convenient times.

Meeting Time and Place: 1100-1150 HRS MWF, Lib 101 (NDSCC), Gamble Hall 130 (UND); EML 183 (NDSU); .

Required Course Text: McKnight, Tom L., 2004. ***Regional Geography of the United States and Canada***. Fourth Edition. Upper Saddle River, NJ: Prentice Hall. (Refer to as Text)

Recommended Course Atlas Most Available. Mapquest, 2006. ***RoadMaster 2007 Portable Road Atlas***. Toronto: Barnes & Nobles Books. (Refer to as RM-Atlas)

Recommended Atlas Hardest to Obtain: Hammond, 1994. ***Odyssey Atlas of North America***. Maplewood, NJ: Hammond. (Refer to as H-Atlas) [THIS IS OUT-OF-PRINT BUT WORTH THE SEARCH TO HAVE IT.]

NOTE: IF YOU ARE NOT PURCHASING RM-Atlas OR H-Atlas, YOU SHOULD BRING A ROAD ATLAS OF YOUR CHOICE TO CLASS.

Course Caveat

This course is a North Dakota University System Interactive Television (IVN) course which utilizes Blackboard as its electronic learning management system. The course is broadcast over closed-circuit television which occasionally has technological glitches. Blackboard also has its bugs. It is the student's responsibility to be cognizant of any changes in the syllabus as a consequence of a crash of either or both educational delivery mechanisms. Furthermore, the student must recognize that the course instructor may be called away to represent his home institution or other agencies housed on the Grand Forks campus at local, state, and regional meetings at the last minute such that there may or may not be a taped presentation shown in his absence. In some instances, alternative out-of-class assignments may be substituted for those classroom sessions. This is why it is essential that a viable e-mail address be utilized by the student for interacting with the course instructor. Failure to maintain an e-mail address compatible with Blackboard does not release nor excuse the student from any missed assignments or other graded activities. Students who are not based at the Grand Forks campus especially need to work closely with the instructor and any individual assigned as a different campus to work with him and you in GEOG 262 IVN.

ADA Statement

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location is 154 Ireland Hall and office hours are listed on the GEOG 262 Blackboard website. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

Course Description

Geography of North America (GEOG 262) is a course in regional geography which satisfies a key part of the social science component of the North Dakota University System's general education requirements on selected campuses (please check your own college catalog). GEOG 262 also is a course that applies to the number of courses regarding geography necessary to satisfy the requirements of the federal legislation of No Child Left Behind for teacher certification as interpreted by the North Dakota Educational Standards and Practices Board when it comes to being "highly qualified" to teach geography in the middle schools and high schools of North Dakota. It has been designed specifically to foster a non-geography major's interest and understanding about the role of people in shaping the cultural landscape of the United States and Canada over time. The viewpoint utilized is geographic, so the orientation of this course is on the spatial dimensions of human activities. Although geomorphically North America extends from the North Pole to the Isthmus of Panama and includes the Caribbean Sea, academic geographers conventionally use North America as a term dealing only with Canada and the United States because of the significant cultural similarities between those two states as compared to the substantial cultural differences of those two countries with Mexico, Central America, and the Caribbean. Therefore, special emphasis is given to comparing regional cultural landscapes only of Canada and the United States with respect to issues of population, migration, ethnicity, political systems, economic systems, urban-rural distributions, and global change.

Relationship of the Course to the Assessment Statement of the UND Geography Department and to the NDUS General Education Requirements

This course is grounded soundly in the four goals of the UND Geography Department's Assessment Statement and integrates the attributes of the NDUS General Education Requirements as stated in the current UND catalog. The first of the departmental goals is to help students gain an understanding of the world in spatial terms, particularly using the basic language and essential concepts of geography to understand better the human-environment theme of the discipline. This is to be accomplished through the use of map reading and interpretation exercises which emphasize cartography as a form of communication to enhance critical thinking and creative thinking which are important attributes of general education.

The second goal in the assessment statement of the UND Geography Department is to assist students to develop an appreciation of the fundamental themes and processes of physical and human geography. Your instructor has incorporated the appropriate physical and human geography standards from the National Geography Standards as endorsed by the Association of American Geographers to reflect this and to promote the importance of recognizing relationships among ideas and events as well as recognizing and evaluating choices and their consequences as essential attributes of general education when dealing with regions at different spatial scales from a human-environment perspective.

Gaining an understanding of the analytical tools used to investigate and solve spatial problems is the third assessment goal of the UND Geography Department. This goal is approached in GEOG 262 by applying map reading and interpretation as the initial approach to using cartography and related geo-spatial techniques such as aerial photography, satellite imagery-based remote sensing, and geographic information systems to problem-solving relative to topics of human-environment interaction. Once again, the general education attributes of critical

thinking and creative thinking are highlighted to benefit the student and to promote the student's abilities to recognize and evaluate choices and their consequences when dealing with regional issues.

The fourth focus of the department's assessment goals is to help students become better citizens throughout their lives as adult learners by developing a global, regional, and local perspective on human and environmental issues. This goal is associated closely with the general education attribute of understanding other cultures, and there are many cultures in the United States and Canada needing to be understood if North America's human and environmental issues are going to be resolved for the mutual benefit of the myriad stakeholders. Efforts to achieve this goal in GEOG 262 are based upon using Canadian and United States regional case studies at different spatial scales to assist undergraduates become more cognizant of how geography is relevant in its application to their everyday lives.

Specific Course Goals

Taking into account the statements above, the specific goals of this course are intended to promote student learning as a lifelong process.

1. What is it that I want you to learn?

The four "meta-goals" that I have for GEOG 262 in this respect are as follows.

My first expectation is that upon completing this course, you will be able to engage successfully in reading a map to identify correctly the locations of selected places and to interpret the spatial relationships within and among those places.

My second expectation is that upon completing this course, you will be able to identify what is a cultural landscape and what are its components in a regional sense at a variety of scales.

My third expectation is that upon the completion of this course, you will be able to identify sources of statistical information about the United States and Canada and to be able to use the data from such sources in geographical models of regional studies.

My fourth expectation is that upon the completion of this course, you will be able to differentiate the tourist hype from the reality of a place and to evaluate impartially but critically a place's position in the cultural landscape in a variety of contexts but especially in terms of tourism, the ultimate form of economic development.

2. How will I teach you to learn what I want you to learn?

I intend to promote student involvement during class sessions and to promote discussion about the topics being covered in GEOG 262.

I intend to utilize more computer-based materials and computer-oriented forms of materials relative to the topics being covered in GEOG 262 than in previous semesters.

I intend on using current events as a part of teaching the topics being covered in GEOG 262 and to use a variety of media to provide a range of perspectives on that news.

I intend to use less lecture and more student-centered forms of teaching in GEOG 262.

3. How will I know that you have learned what I want you to learn?

Please note that assessment is not the same as grading. The former is a set of various ways to measure what the student has gained in knowledge, understanding, and abilities from the beginning of the instruction until the end of that teaching. The latter is the rubric being followed for each assessment so to be able to assign a conventional mark to stand for achievement.

Based upon past experiences of nearly three decades of teaching and a review of the appropriate professional literature, it is fairly safe for me to say that I probably can assess your learning most successfully through the following means: short answer essay questions, extended answer essay questions, closed response questions (multiple choice, matching, and true/false), and map reading and interpretation exercises. This semester, however, I also will try to use more assignments involving computer usage (interactive web sets and guided instruction to the Internet), interaction with peers, and interaction with me as your instructor. I fully admit some of what I will do in the way of assessment is experimental relative to you and to the course, so please be patient and be as enthusiastic as possible about being a “guinea pig” for GEOG 262.

Thus, it is appropriate to explain what I mean by “participation” for points. This is not a means to check attendance because I do not have these classroom assessment techniques (C.A.T) at every class period. These C.A.Ts will be sprinkled throughout the 16 weeks. Some of them are presented as “pop” quizzes. Others will require you to work with your peers, including those students at other campuses as teammates, outside of class after having been to class to start the activity. Most C.A.Ts, however, simply will be short, in-class activities that you turn-in at the end of that particular day’s session. You are not required to attend GEOG 262, but the C.A.Ts are randomly spaced, are not announced, and cannot be made-up. Which is why I occasionally have bonus activities, but do not count on them being sufficient to cancel any loss of participation points.

Meanwhile, a common set of themes exists among these assessment tools. Students are expected to engage in writing across the curriculum using appropriate abilities and skills so to become adept in describing, analyzing, and evaluating the cultural landscape from a geographic perspective. Students should recognize this course’s connections to related social science disciplines, e.g., economics. Also to be noted is the international dimension of this course. To a greater or lesser degree, the three aforementioned themes will be a component in how I try to answer the question, “How do I know that you have learned what I want you to know?”

Finally, whenever a student has a question about this course or its content, the student should ask the question in class or contact me later. It is absolutely imperative that you have a functioning e-mail account and access to the Internet. YOU MUST USE YOUR OFFICIAL UNIVERSITY ACCOUNT FROM YOUR RESPECTIVE INSTITUTION BECAUSE BLACKBOARD DOES NOT RECOGNIZE OTHER SUCH E-MAIL ADDRESSES.



Course Schedule





(Subject to Change when Necessary but with Appropriate Notice Given to Students)



(DUE 26 September 2007)
[NOTE: THIS IS IN TWO-PARTS!]



C'est
une
chat.
(QUIZ?)

- MONDAY,
17 SEPT 2007 French Canada
Background Reading: Text, pp. 132-149; RM-Atlas, pp. 78; and H-Atlas, pp. 23 and 25 .
- WEDNESDAY,
19 SEPT 2007 Continuation on French Canada (Focus on The Separatist Issue)
Background Reading: Materials from recommended Internet web sites.
- FRIDAY,
21 SEPT 2007 Megalopolis
Background Reading: Text, pp. 150-177; RM-Atlas, pp. 25-26, 50, 60, and 65; and H-Atlas, pp. 29, 47, and 62-64.
- MONDAY,
24 SEPT 2007 Continuation on Megalopolis
Background Reading: Materials from recommended Internet web sites.
- WEDNESDAY
26 SEPT 2007 Discussion of Computer-simulated Visit to Megalopolis Homework
Note: This is the other half of the assignment needed for total points.
- FRIDAY
28 SEPT 2007 EXAM 1
(Courtesy of CAG PD-Estevan)
CHECK BLACKBOARD ANNOUNCEMENT SPECIFICALLY ABOUT THIS CLASS SESSION!
- MONDAY,
01 OCT 2007 The Appalachians and the Ozarks
Background Reading: Text, pp. 178-197; RM-Atlas, pp., 18, 21, 29, 34, 43, 50, 52, 60, and 66; and H-Atlas, pp. 14, 39, and 48-49.
- WEDNESDAY
03 OCT 2007  Continuation of Monday's Topic
Review previous session's reading plus any materials from recommended Internet web sites.
- FRIDAY,
05 OCT 2007 The Inland South
Background Reading: Text, pp. 198-221; RM-Atlas, pp. 18, 21, 29, 34, 37, 42, and 52; and H-Atlas, pp. 37 and 48-49.
- MONDAY,
08 OCT 2007 Focus on the Eastern Region of the Inland South
Background Reading: Materials from recommended Internet web sites.
Homework Assignment: Short Answer Essay 2 (DUE 17 October 2007)
- WEDNESDAY,
10 OCT 2007 Focus on the Western Region of the Inland South
Background Reading: Materials from recommended Internet web sites.
- FRIDAY,
12 OCT 2007  The Southeastern Coast
Background Reading: Text, pp. 222-249; RM-Atlas, pp. 18, 28, 29, 37, 52, 62, and 66; and H-Atlas, pp. 37, 49, and 50-51.
- MONDAY,
15 OCT 2007 Focus on Houston, New Orleans, and Leisureopolis
Background Reading: Materials from recommended Internet web sites.

- WEDNESDAY,
17 OCT 2007 The Heartland
Background Reading: Text, pp. 250-279; RM-Atlas, pp. 31-33, 39-40, 50, 56, 60, and 76; and H-Atlas, pp. 41, 43, and 46-49
- FRIDAY,
19 OCT 2007 **EXAM 2**
[Courtesy of NDEA-IC]
- MONDAY
22 OCT 20067 The Making of the Corn Belt into the Soybean Belt and Rust Belt
Background Reading: Materials from recommended Internet web sites.
- WEDNESDAY,
24 OCT 2007 The Great Plains and Prairies
Background Reading: Text, pp. 280-313; RM-Atlas, pp. 24, 36, 44, 49, 54-55, 58, 62, and 73-75; and H-Atlas, pp. 38-43.
-   **Which day for a C.A.T. would be right for us, eh?**
- FRIDAY,
26 OCT 2007 Canadian Dimensions of the Great Plains and Prairies
Background Reading: Materials from recommended Internet web sites.
- MONDAY,
29 OCT 2007 The Rocky Mountains
Background Reading: Text, pp. 314-341; RM-Atlas, pp. 24, 30, 44, 49, 69, and 72-73; and H-Atlas, pp. 14, 33, 38, and 40.
Homework Assignment: Short Answer Essay 3 (DUE 07 NOV 2007)
- WEDNESDAY,
31 OCT 2007 Continuation on the Rocky Mountains (Focus on the Denver Corridor)
Background Reading: Materials from recommended Internet web sites.
- FRIDAY,
02 NOV 2007 The Intermontane West
Background Reading: Text, pp. 342-373; RM-Atlas, pp. 20, 24, 30, 46, 49, 59, 65, and 69; and H-Atlas, pp. 32-35.
Homework Assignment: USGS Website (DUE 14 NOV 2007)
- MONDAY,
05 NOV 2007  Focus on the Wasatch Front and Gambling on the Las Vegas Boom
Background Reading: Materials from recommended Internet web sites.
- WEDNESDAY,
07 NOV 2007 The California Region
Background Reading: Text, pp. 374-399; RM-Atlas, pp. 22; and H-Atlas, pp. 32, 34, and 54.
EXAM 3 (Take-home) DUE at 1800 HRS [NOTE FORMAT CHANGE]
- FRIDAY,
09 NOV 2006  Continuation on the California Region (Focus upon Urban California and Tourism in the Golden State)
Background Reading: Materials from recommended Internet web sites.
- MONDAY,
12 NOV 2007 **Veterans Day Holiday—No Classes**
- WEDNESDAY,
14 NOV 2007 The North Pacific Coast
Background Reading: Text, pp. 418-451; RM-Atlas, pp. 19, 22, 59, 65, 70, and 72; and H-Atlas, pp. 24, 30, 32, and 52.

- FRIDAY,
16 NOV 2007 Continuation on the North Pacific Coast
Background Reading: Materials from recommended Internet web sites.
[Homework Assignment: Short Answer Essay 4 \(Due 22 November 2006\)](#)
- MONDAY,
19 NOV 2007  The Boreal Forest
Background Reading: Text, pp. 452-477; RM-Atlas, pp. 39-40, 68, and 72-78; and H-Atlas, pp. 22-25.
- WEDNESDAY,
21 NOV 2007 Over the River and Through the Woods to Churchill We Must Go...
Background Reading: Materials from recommended Internet web sites.
CHECK BLACKBOARD ANNOUNCEMENT SPECIFICALLY ABOUT THIS CLASS SESSION!
- FRIDAY,
23 NOV 2007 Day after American Thanksgiving Holiday
Work on preparing for the final exam.
- MONDAY,
26 NOV 2007 Continuation on The Boreal Forest (Emphasis on NAFTA and Softwood)
Background Reading: Materials from recommended Internet web sites.
- WEDNESDAY,
28 NOV 2007 The Arctic
Background Reading: Text, pp. 478-499; RM-Atlas, pp. 19, 70, and 81; and H-Atlas, pp. 10, 12, and 14-15.
- FRIDAY
30 NOV 2007 Continuation on The Arctic (Emphasis on Nunavut)
Background Reading: Materials from recommended Internet web sites.
- MONDAY,
03 DEC 2007  Hawaii
Background Reading: Text, pp. 400-417; RM-Atlas, p. 19; and H-Atlas, pp. 10-13.
- WEDNESDAY,
05 DEC 2006 Conclusion to the Course
Background Reading: Skim pages 1-474 of the text!
- FRIDAY
07 DEC 2007 Reading and Review Day at UND (No Class at Grand Forks Campus)
Site Visit to either the Wahpeton or Fargo campus **[Details TBA]**

THE FINAL EXAM WILL BE PER THE PROTOCOLS OF THE CAMPUS THAT YOU ATTEND

- MONDAY University of North Dakota
10 DEC 2007 10:15 A.M.-12:15 P.M.
- TUESDAY North Dakota State College of Science
11 DEC 2007 12:00 P.M.-1:50 P.M.
- FRIDAY North Dakota State University
14 DEC 2007 8:00 A.M.-10:00 A.M.

Graded Assignments

Each of the items identified as graded assignments will have a set of instructions to be released to you. There also will be a rubric for you to look at for the separate assignments so that you

can have insight into how each of these assessments will be evaluated and marked for a letter grade. Also, there will be a need for flexibility on the materials above contingent to the caveat presented on the first page of this syllabus. The ultimate responsibility for meeting the requirements of this course rests with the individual student, not the faculty member. On the next page are the assignments with point values which are planned to be used presently for assessing and evaluating your learning in GEOG 262 this semester. You should record your scores here for “back-up” as well as personal monitoring of your work.

Item	Point Value	Your Score	Item	Point Value	Your Score
Threaded Discussion	20		Short Answer Essay 1	25	
Census Web Sites	30		Short Answer Essay 2	25	
Computer Simulation	20		Short Answer Essay 3	25	
USGS Web Site	20		Short Answer Essay 4	25	
E-mail Set-up	05		Exam 1 (Semi-Takehome)	75	
E-mail Confirmation	05		Exam 2 (Semi-Takehome)	75	
Participation Points	100		Exam 3 (Semi-Takehome)	75	
			Final Exam (“Open” Book)	75	



Grading Scale

94% and Higher	“A”
80% to 93%	“B”
65% to 79%	“C”
50% to 64%	“D”
Less than 50%	“F”

A 200-level course has more rigorous standards than a 100-level course but not as tough as a 300-level or 400-level courses. Strive for excellence and you will achieve it!

Reminder on the Incomplete Grade Policy

Each institution has its respective incomplete grade policy, and I will utilize it for you depending upon your specific circumstances. I urge you, however, to try to avoid having to take an incomplete because of the complications that it can cause to you plus you still must finish your work eventually.



Make your dream a reality and achieve GRADE “A” quality learning!



REMEMBER: IT DEFINITELY IS BEST ALWAYS TO ASK QUESTIONS RELATIVE TO YOUR CONCERNS ABOUT THIS SYLLABUS BECAUSE YOUR GPA COULD SUFFER OTHERWISE!

This page specifically is “blank” so that you can take notes about syllabus changes or instructions about the various assignments throughout the course for this semester.