

HUNTER COLLEGE / CITY UNIVERSITY OF NEW YORK  
DEPARTMENT of GEOGRAPHY and ENVIRONMENTAL SCIENCE

**Regional Geography of the United States and Canada:**  
**A Study of Landscape Development and Environmental Sustainability**

Fall 2019

GEOG 25100-Section 01

Code 34317

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**Classroom:** Room 1022 North Bldg.

**Purpose:**

To LEARN about the geography of the United States and Canada by: **(1)** Analyzing landscape creation and change over time within distinct geographic areas: HISTORICAL SEQUENCING; **(2)** Studying the physical processes and human interactions with them, including innate resourcefulness and cultural influences, that were/are instrumental in creating landscapes: LANDSCAPE DEVELOPMENT; **(3)** Assessing the actions of people with regard to the future of these geographic regions: SUSTAINABILITY; and **(4)** Applying geographic principles and reasoning to analyze past, present and future situations: ACADEMIC METHODOLOGY.

**Required Books/Maps:**

1. **Benton-Short, Lisa, John R. Short, and Chris Mayda. *A Regional Geography of the United States and Canada: Towards a Sustainable Future*, 2<sup>nd</sup> ed.** Lanham, MD: Rowman & Littlefield, 2019. ISBN 978-1442277182. Available as an e-book 978-1442277199
2. **Rand McNally *Atlas of American History, Revised*.** Skokie, IL: Rand McNally, 2015. ISBN: 0528015346 (paperback).
3. **Any folded road map of the United States and Canada**, as the *Rand McNally Road Map* or *AAA Road Map*.

**Recommended Books/Maps:**

1. **Bailey, Robert G., *Ecosystem Geography: From Ecoregions to Sites*, 2<sup>nd</sup> ed.** New York: Springer, 2009. ISBN 13: 9781441903914
2. **Birdsall, Stephen, et al. *Regional Landscapes of the United States and Canada*, 8<sup>th</sup> ed.** New York: John Wiley & Sons, 2017. ISBN 13:978-1119319320
3. **Bone, Robert M., *The Regional Geography of Canada*, 7<sup>th</sup> ed.** Don Mills, ON: Oxford University Press, 2018. ISBN 13:978-0-19-900242-9
4. **Colten, C. and G. Buckley, editors. *North American Odyssey – Historical Geographies for the Twenty-first Century***, Lanham, MD: Rowman & Littlefield, 2014. ISBN 978-1-4422-1584-9 (paperback); ISBN 978-1-4422-1586-3 (e-book); esp. appropriate for those in the education sequence.
5. **Conzen, Michael P., editor. *The Making of the American Landscape*, 2<sup>nd</sup>ed.** New York: Routledge/Taylor & Francis, 2010. ISBN: 13-9780415950077. Available as a rental.
6. **Hudson, John C., *Across this Land: A Regional Geography of the United States and Canada*.** Baltimore: Johns Hopkins Press, 2002. ISBN-13:9780801865671; ISBN 0-8018-6567-0 (paperback). Available as a rental
7. **Nostrand, Richard L. *The Making of America's Culture Regions***, Lanham, MD: Rowman & Littlefield, 2018. ISBN 978-153810368
8. **Wilson, Chris and Paul Groth, editors. *Everyday America: Cultural landscape Studies after J.B. Jackson***, Berkeley, CA: Univ. of California Press, 2003. ISBN 0-520-22961-4 (paperback).
9. **Road Atlas supplement:** Any medium or large, up-to-date road atlas (2015-2019) of the US and Canada, such as one of the following: *AAA North American Road Atlas*, *Michelin North America Road Atlas*, *Rand McNally Road Atlas*

### Electronic Resources:

1. **Atlas of Canada:** <http://www.nrcan.gc.ca/earth-sciences/geography/atlas-canada>
2. **Canadian Atlas On Line:** <http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En>
3. **Google Earth:** <https://www.google.com/earth/>
4. **Census of Canada:** <http://www12.statcan.gc.ca/census-recensement/index-eng.cfm>
5. **Census of the United States:** <http://www.census.gov/>
6. **Historical Atlas of Canada:** <http://www.historicalatlas.ca/website/hacolp/index.htm>
7. **Historical Atlas of the United States:** <http://dsl.richmond.edu/historicalatlas> (*Atlas of the Historical Geography of the United States*, by Charles O. Paullin, edited by John K. Wright. Paullin, Charles Oscar., Wright, John Kirtland, ed. 1891-1969., Carnegie Institution of Washington. Division of Historical Research, American Geographical Society of New York. [Washington, D. C., New York]: Pub. jointly by Carnegie Institution of Washington and the American Geographical Society of New York, 1932)
8. **Maps of the World - North America:** <http://www.mapsofworld.com/north-america/>
9. **National Atlas of the United States:** <http://nationalatlas.gov/>
10. **National Geographic – North America:**  
<http://maps.nationalgeographic.com/maps/atlas/north-america-geophysical.html>
11. **USDA Maps and Publications:** <http://www.agcensus.usda.gov/Publications/>
12. **USGS National Map Program -** <https://www.usgs.gov/core-science-systems/national-geospatial-program/national-map>
13. **USGS portal to US thematic maps -** <https://www.usgs.gov/science/science-explorer?thcode=2&term=700>

### **Course Objectives:**

The goals of the course are: **(1)** to learn about the geography of the United States and Canada - *its physical environment, the distribution of its people and their activities, the interrelationships between the people and the environment, the resultant creation of regional and local landscapes and what is being done to sustain these areas for future generations* - and to apply geographic principles and reasoning to real world situations where areas of the United States and Canada are used as examples of regional analysis; **(2)** to explore, navigate through, and use the geographic information available on the Internet; **(3)** to learn how to interpret this information geographically; and **(4)** to make regional comparisons based on mapped and statistical information that have resulted in unique landscapes throughout the US and Canada. For those in the education sequence, in addition to **1-4** above, **(5)** to gather and use information within the guidelines of the *National Geography Standards* for presentation at a grade-specific level.

### **Outcomes:**

Upon the successful completion of this course, you will be able to: **(1)** Relate regional and local cultural landscapes of the United States and Canada to the physical and cultural characteristics of its numerous regions and be aware of actions of people that espouse sustainability; **(2)** Navigate the Internet to find geographic information and maps; **(3)** interpret maps and statistics geographically; and **(4)** make regional comparisons leading to informed decisions using geographic principles and spatial concepts. For those in the education sequence, in addition to 1-4 above, **(5)** meld this knowledge with the *National Geography Standards* for presentation to students at specific grade levels.

### **Grading:**

**1. Exams (90%).** There will be three exams worth 30 points each. (**Exam 1** covers concepts, physical and cultural geography and place names that form the basis of the rest of the course. **Exams 2 and 3** focus on the 12 regions of the US&C.)

**2. An individual term project (10%) focusing on a specific topic within one of the 12 geographic regions covered in class.** This may include historical sequencing; an environmental problem; sustainability issue; sequence occupancy; public policy situation; an effect of climate change; shifting populations; travel and

tourism sites; vacation road trip within the assigned region, and similar themed topics as presented in lectures and readings.

***This should have a narrative of 6 to 9 pages (1.5-line spaced) plus on separate pages a bibliography and appropriate maps and illustrations. Footnote all facts. A minimum of two maps must be included in the paper, one showing the location of the area within the US and Canada and the other a detailed map of the area being discussed within the selected topic. Additional detailed maps can only add to the grade. Be sure to illustrate areas discussed with visual images (photographs, charts, diagrams) as appropriate.***

**NOTE:** Your region for this assignment will be randomly assigned to you during the third week of the semester.

**3. Extra Credit.** “Option A” pertains to the exams. Only one choice from “Option B” may be submitted for extra credit. Late submissions will not be accepted.

**(A) Exam Extra Credit.** For up to **5 extra credit points on each exam**, describe and illustrate the assigned topic relevant to that portion of the semester. (An assignment sheet will be distributed in class a week before each exam.)

**(B) Additional Research.** Choose one: either B1 or B2 or B3. My prior approval is required before you start this project.

**B1: Sustainability-themed Research Paper.** For up to **5 points added to your term average** and therefore influencing the final grade, research and write a 5-7 page narrative (plus bibliography, footnotes and illustrations) **on a sustainability topic relevant to your assigned region that is different from your required term paper.** *With my approval you may write on a topic outside your region or one that has continent-wide implications.*

**B2: Oral Presentation to the Class.** For up to **5 points added to your term average** and therefore influencing the final grade, create and present a 15-minute PowerPoint presentation to the class **based on a topic relevant to your assigned region.** For grading you will submit the slide presentation (6 slides per page), a written narrative of each slide, and a bibliography.

**NOTE:** *This presentation will need to be coordinated with me well in advance to fit in with lectures and not to impede class coverage of exam topics.*

**B3: Oral Presentation to the Class.** For up to **5 points added to your term average** and therefore influencing the final grade, create and present a 15-minute PowerPoint presentation to the class **based on a “vacation road trip” or “educational road trip” across several geographic regions** for which you illustrate and explain what a traveler would encounter on the trip. See Prof. Grande for suggested routes. For grading you will submit the slide presentation (6 slides per page), a written narrative of each slide, and a bibliography.

**NOTE:** *This presentation will need to be coordinated with me well in advance to fit in with lectures and not to impede class coverage of exam topics.*

**4. Class participation** will help to determine borderline grades.

**PLEASE NOTE YOUR RESPONSIBILITIES:**

- 1. You are responsible** for the content of all the lectures, reading assignments and class handouts. Assignments and handouts are distributed via the course home page on the Geography Department web site (<http://www.geo.hunter.cuny.edu/cwpages.html>) and in class.

2. **Attendance is important.** Historically, there has been a direct correlation between poor attendance and poor grades. The readings from the textbook, the Web and handouts may supplement lectures.
3. **All exams must be taken and required assignments submitted.** Failure to do so by the end of the semester will result in a reduced grade unless arrangements are made with me in advance. If arrangements are made in advance, then an IN (incomplete) grade may be given. (See statement under **GRADING** above. Late assignment and other required presentations will be penalized. Do not schedule your travel plans to begin before the date of the final exam! See calendar below.
4. **Extra credit assignments are optional.** Your final grade will not be adversely affected if you choose not to do them. The deadlines associated with them are firm. Late submissions will not be graded.
5. **Approval is required prior to beginning any research project.** The topic of your extra credit research or discussion paper must be approved in advance to make sure the topic is manageable. **Any student planning to do the research or discussion paper extra credit option must submit in writing a proposal with a justification** showing your interest in the topic proposed and an outline of major points to be covered. It is important that your proposal be narrow in scope and focused on a topic.
6. **Lateness penalty.** There will be a penalty for lateness of assignments with specific due dates including missed exams. This will reduce the grade earned by either 5 points or one +/- letter grade
7. **Neatness counts.** All graded work must be typed, printed and presented neatly. On exams, if I cannot read your writing, it is wrong. Consult the Hunter College Reading and Writing Center for citation and bibliographic formats (<http://www.hunter.cuny.edu/rwc>).
8. **Hunter College rules and regulations are strictly enforced** including those governing the grades **IN, CR/NC and WU.**
9. **Academic Dishonesty.** Cheating and plagiarism are grounds for failure and disciplinary action by the College. Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. The Internet is a resource for information, NOT a source of verbatim script. Every person has a unique writing style and use of grammar. **Do not cut and paste text found at an Internet web site into your write-ups, research paper or project without proper citation.** Any assignment may be randomly scanned by a search engine seeking key words. Plagiarism comes with an automatic failure for the assignment and referral to the Dean of Students for appropriate action. **Don't do it!**
10. **Office of AccessABILITY.** In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (emotional, medical, physical and/ or learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212-772-4857)/ TTY (212- 650- 3230). **You must be registered with the Office of AccessABILITY to qualify for the accommodations.**
11. **Hunter College Policy on Sexual Misconduct.** In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.
  - a. **Sexual Violence:** Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444)
  - b. **All Other Forms of Sexual Misconduct:** Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose ([jtrose@hunter.cuny.edu](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) or Colleen Barry ([colleen.barry@hunter.cuny.edu](mailto:colleen.barry@hunter.cuny.edu) or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, HE1123. The CUNY Policy on Sexual Misconduct Link is: <http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>.

## SEQUENCE of TOPICS with associated Textbook Readings

You will also be directed to maps in the *Atlas of American History*.

### COURSE INTRODUCTION Chapters 1 and 2

1. Syllabus Review
2. Basic Concepts
3. Landscape Development

### PHYSICAL GEOGRAPHY Chapter 3

4. Landforms
5. Glaciation
6. Climate
7. Water, Soils, Vegetation

### HUMAN GEOGRAPHY Chapter 4

8. Native Peoples
9. European Exploration and Settlement Sequence
10. Human Use and Imprint on the Physical Landscape

### EXAM I

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#### GEOGRAPHICAL REGIONS

11. **NORTHLANDS** – Inhospitable environments of taiga, tundra and ice: **Ch 18**
12. **NORTHEAST COAST** – Harsh landscape avoided by people: **Ch 6**
13. **MEGALOPOLIS** – Urbanized region from Massachusetts to Virginia: **Ch 7**
14. **CANADA'S CORE** – Focus of unity and division: **Ch 5**
15. **AMERICA'S HEARTLAND** – Area of overlapping agricultural and manufacturing activities: **Ch 13**
16. **APPALACHIA and the OZARKS** – Physical landscapes leading to a unique culture: **Ch 8 and 12**
17. **THE SOUTH** – Diverse areas of the subtropical coastal plain and interior piedmont: **Ch 9, 10 and 11**

### EXAM II

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#### GEOGRAPHICAL REGIONS (continued)

18. **GREAT PLAINS and PRAIRES** – A “Grass Ocean” with a “Big Sky:” **Ch 14**
19. **MOUNTAINS and PLATEAUS** – vast empty region of North America: **Ch 15 and 16**
20. **ARID SOUTHWEST** – Human response to insufficient water supplies: **Ch 19** and parts of **Ch 15 and 16**
21. **PACIFIC COASTAL ZONE** – Elongated area between mountains and the sea: **Ch 17** and parts of **Ch 18**
22. **HAWAII** – Tropical island oasis in the middle of the Pacific Ocean: **Ch 20**

### EXAM III (the final)

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#### NOTE:

*Any handouts will be supplemental to the assigned readings.*

*Be sure to review the **PowerPoint slide presentations** for each lecture when studying for the exams.*

## **CALENDAR for FALL 2019 GEOG 251**

**This class meets on Mondays and Thursdays from 1:10 PM – 2:25 PM in Room 1022HN. Exam dates and work submission deadlines are subject to change.**

Thu.	Aug. 29	First class meeting.
Mon.	Sep. 02	No class. College closed.
Thu.	Sep. 05	Monday schedule at CUNY. No change for us. We meet as usual.
Mon.	Oct. 07	Tentative date of EXAM I. <u>Last day</u> to hand in Exam I Extra Credit exercise.
Mon.	Oct. 14	No class. College closed.
<b>WED.</b>	<b>Oct. 16</b>	<b>Monday schedule at CUNY. We meet at Monday time slot.</b>
Thu.	Oct. 17	This is a regular Thursday and we meet as usual.
Thu.	Nov. 07	Tentative date of EXAM II <u>Last day</u> to hand in Exam II Extra Credit exercise
Thu.	Nov. 14	<u>Last day to schedule</u> the extra credit in-class power point presentation if slots are still available.
Thu.	Nov. 28	No class. College closed
Mon.	Dec. 02	<u>Last day</u> to hand in a pre-approved Extra Credit Research Paper.
Thu.	Dec. 05	<u>Last day</u> to hand in the Required Project without a late penalty.
Thu.	Dec. 12	Last class lecture meeting.
<b>Thu.</b>	<b>Dec. 19</b>	<b>Exam III Final Exam from 1:45-3:45 PM</b> Note later time and make appropriate arrangements to be in class on time. <b><i>Do Not Make Travel Plans for this day!</i></b> <u>Last day</u> to hand in Exam III Extra Credit Exercise.

# Geography

Five Themes to Help Understand the World and its People

