

GEOG 3100 (undergrad)

United States and Canada, Economies, Cities, and Sustainability



Fall, 2020 ▪ Monday/Wednesday 2:00 – 3:20 PM ▪ LIFE A117

Why Should You Take this Course?

You will benefit from this class because **geography is more important to our future than you think, and the United States & Canada are great venues to see this truth in action.**

Even familiar things can be better understood through a geographic perspective. To pursue this, this course will take a multi-dimensional tour through key situations and issues that illustrate the importance of geography in the world we live in.

We'll begin by exploring several **key dimensions of the world** we experience as humans (physical, human, urban, economic). Then, we'll take a **tour through the great cities and regions** that make up the United States and Canada, noting the important issues you can find at work in each region we explore. Along the way, we will keep the focus on **important ideas and problems** you should know about, while always exposing the geographic part of life that we often ignore.

Instructor: Dr. Murray Rice

Office: ENV 310G

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Telephone: (940) 597-9307

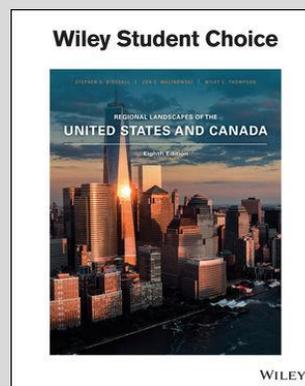
Office Hours: Thur, 2:00 – 4:00 PM (Zoom)

My Website: www.murrayrice.com

***Our class page on Canvas is your primary
Information source for this class.***

What you'll need for this course:

- The course text (we'll discuss in class)



- Weekly time to access the course website for the weekly resources posted there
- A willingness to work and learn



Class Web Site:

[http://www.murrayrice.com/
geog-3100.html](http://www.murrayrice.com/geog-3100.html)

Please see me if you have any issues with any class requirement due to the COVID-19 pandemic. I want to work with everyone in this class so we can all get through the semester safely.

What Should You be Able to Do by the End of This Course?

- Be able to explain **what geography is**, and why geography truly matters to people filling all roles in society
- Explain and provide examples of why **regions** are an important part of how we as people see and understand the world
- Provide an account of the **physical, human, urban, and economic foundations** for the regions of the US and Canada
- Establish the **practical applications for Geography and GIS** that organizations like retailers, delivery companies, local transit services, and state emergency agencies find
- Know what a **“Geographic Information System” (GIS)** is, and what are some applications you can do with a GIS
- Identify what the **“Megalopolis”** region is, and why it is such an important part of North American economy and society
- Define and give examples of what it means for a major metropolitan area to be classified as a **World City**
- Discuss the impact of the **US/Canada boundary** on the ongoing operation of North America’s industrial heartland
- Describe the issues that make **economic development a challenging thing** to get going in many places
- Explain why **the South and its cities** have always been different from the rest of the United States
- Implement **GIS functions** to complete basic mapping and geographical analysis functions to support high-level decision makers in business and government organizations
- Account for the unique position that **resource-based communities** face in their typically “boom and bust” economies
- Understand the **vast contrasts in people and development** that mark the Pacific Northwest and the Northlands regions
- Address the question as to why **so many Americans see little value in understanding geography**, and why they are mistaken

How Can You Succeed in this Course?

In addition to the many grade-earning opportunities that await you this semester, your success in this class will be determined by **how well you manage your time** and **how engaged you are with the class** activities.

More specifically:



Show up to class, and be on time

If you get to class within 10 minutes of the class start time, you'll avoid being considered late. Even more importantly, you will miss little to none of the great subject matter we're exploring in class that day. I always look forward to seeing you in class! However, if something like a family emergency or a lost dog prevent you from attending, if possible, please send me an email ahead of time so I know not to expect you that day.



Know the class schedule!

One of the problems people have in classes like this one is not realizing what's coming up. Please track what's happening in each class and week of classes beforehand. Knowing what is due in class and what is expected that week will help you get the most out of your education investment. One more hint: looking ahead through the entire semester's schedule can help you identify coming weeks that are really heavy. This gives you a chance to get an early start on work for those tough weeks.



Do the weekly reading

Each class will typically involve some sort of reading beforehand that will often relate to something we will do in class that day. I will always assume you have done that reading and are ready to use that knowledge in class.



Contact me when problems come up

I want to hear from you when you have questions or issues with class. I especially want to talk with you if you feel like you're getting behind. You can succeed here! I am here to help.

Overall Grades Summary

25%	Discussion Questions
5%	Student-Directed Discussion Class
10%	GIS Lab
30%	Semester Project
30%	Quizzes & Final Exam
100%	Course Total

See the detailed course grade listing on the next page for more information.

Detailed Course Grade Listing: It is not essential to pass any particular exam, exercise, or project to pass the course, but relative success in each will affect your final grade.

DISCUSSION TASKS		
Discussion Questions:	Individual responses (Weeks 1, 4, & 6; 5% each)	15%
	Interactive class discussion questions	10%
Student-Directed Discussion Class:	Individual Paper & In-Class Discussion (Week 11)	5%
MAJOR ASSIGNMENTS		
GIS Lab Exercise:	GIS Analysis and Write Up (due Week 11)	10%
Semester Project:	Proposal (due Week 5)	5%
	Abstract (Week 14)	5%
	Report (Week 14)	15%
	Lightning Presentations (Week 14)	5%
TESTS		
Quizzes and Final Exam:	Quiz #1 (Week 5)	10%
	Quiz #2 (Week 10)	10%
	Essay Final Exam (details announced in Week 15)	10%
COURSE TOTAL		100%

Academic Accommodations: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Required Course Text: Birdsall, Stephen S., Jon C. Malinowski, and Wiley C. Thompson (2017) *Regional Landscapes of the United States and Canada*, Eighth Edition (Wiley: Hoboken, NJ). We will discuss our use of this textbook in class.

Course Expectations

Course Philosophy: I am here to organize the course and introduce you to the topics and readings we will examine. I don't have all the answers and I don't pretend to have all the answers, but I will share with you from what I know. I will do my best to make the course interesting, relevant, and challenging.

This being said, it's important to note that you have the most important role in making GEOG 3100 a success for you. You will determine how much you actually get out of this course. Doing the readings outlined, completing and contributing to all group assignments, and coming to class ready to think and participate in the discussions we will have, puts you in the best position to benefit from what this course offers. I encourage you to make full use of the learning opportunities that this class presents.

Duties of the Instructor: In accordance with UNT Policy, state and federal law, your instructor is a mandated reporter and must therefore report to the Title IX or Deputy Title IX Coordinator instances of sexual misconduct (e.g., sexual assault, stalking, dating violence, domestic violence, and sexual harassment) by or against a student enrolled at the university, about which they become aware during this course through first-hand observation, writing, discussion, or personal disclosure. More information can be found at <https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct> including confidential resources available on campus. The University of North Texas is committed to maintaining work and educational environments free from sexual misconduct and retaliation. The University will not tolerate conduct that is inconsistent with this commitment at any of its locations, programs or other activities. If students, faculty, or staff would like assistance or have questions, they can email TitleIX@unt.edu or visit the Dean of Students website at deanofstudents.unt.edu.

Exercise, Project, and Quiz Due Dates: Exercise, project, and quiz dates are set in advance so everyone can plan ahead, will not be changed except for emergencies. It is your responsibility to plan outside activities so they will not conflict with class dates. If you have a true emergency on an exam day, please contact me as soon as possible following the exam to explain the circumstances and make alternative exam arrangements.

Late Policy: Anything handed in late* will be subject to a single, flat 10% penalty. Late work will not be accepted for credit after graded work has been returned to the class. Graded work is usually returned to the class one week after the due date. I will grant exceptions to the above late policy if you can provide documentation substantiating a valid emergency.

* After the due date.

Attendance: I will not take attendance for grades during the semester, but I will take attendance where needed to conform to UNT policy. Despite the lack of attendance taking for grades, please note that it is to your advantage for you to participate in all classes, either live or via class streaming videos/recordings.

COVID-19 impact on attendance While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider. UNT also asks that you contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, are more important.

Face Covering Statement Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Please see me if you have any issues with any class requirement due to the COVID-19 pandemic. I am prepared to show some flexibility to assist those with special needs in the class, but that may mean that I may also need you to show some flexibility as well. I know we can work together to complete the semester safely.

Academic Dishonesty: Academic dishonesty in this course will be penalized according to University of North Texas rules and regulations, ranging from a mark of 0 on a test or assignment, a grade of “F” in the class, to possible suspension or expulsion from the university, depending on the precise nature and circumstances of the dishonesty. Learning what is dishonest and how to stay away from such conduct is good preparation for a successful career.

To help you avoid academically dishonest behavior, the Center for Student Rights and Responsibilities at the University of North Texas has developed a definition of academic dishonesty and a set of strategies to protect yourself from being accused of academically dishonest behavior.

The following is a summary of definitions and strategies from CSRR:

Forms of Academic Dishonesty

- **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** the deliberate adoption or reproduction of ideas, words or statements of another person as one’s own without acknowledgement.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Proactive Strategies to Protect Yourself from Charges of Academic Dishonesty:

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying your exam or assignments, e.g., shield your answer sheet during examinations, do not lend assignments to be turned in to other students.
3. Check your faculty member's course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If you cannot find a written section in the syllabus, ask the faculty member what his/her expectations are.
4. Consult the Code of Student Conduct for a detailed definition of academic dishonesty.
5. Do not look in the direction of other students' papers during examinations.
6. Utilize a recognized handbook for instruction on citing source materials in papers.
7. Consult with individual faculty or academic departments when in doubt.
8. Utilize the services of the University Writing Center, located in room 105 of the Auditorium Building, for assistance in preparing papers.
9. Discourage dishonesty among other students.
10. Refuse to assist students who cheat.

Rules of Engagement: Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☹.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail

See these Engagement Guidelines (<https://clear.unt.edu/online-communication-tips>) for more information.



What Will We be Doing in this Course?

Here is the schedule of topics and issues we will be discussing throughout the semester. The readings outlined for each week are an important part of the course. Please have each weekly reading assignment completed before class each week. Most readings come from your course text, but there are other outside readings and tasks needing to be completed for each class meeting. Additional readings are linked on the “Syllabus and Handouts” page of the course website; please review the readings provided there weekly. Note in this schedule:

- Weeks marked “Individual Reponse **DQ**” in blue have a discussion question set due.
- Weeks marked “Interactive Class **DQ**” in purple have an online discussion question opportunity.
- Weeks marked “**QUIZ**” in red have a quiz that week.
- Weeks marked “**GIS LAB**” in black have at least one work session group GIS lab exercise.
- Weeks marked “Student Directed Discussion” in yellow have a discussion session.
- Weeks marked “**PROJECT**” in green have some kind of project work due.

I will do my best to announce upcoming readings and events in class, but ultimately you are responsible for doing all course tasks on time, even if I do not remind you. Please read and keep track of the following schedule so you know all important course dates and deadlines.

PART 1 – INTRODUCTION: US AND CANADA, AND THE REGION CONCEPT

Individual Response DQ

Week 1 (Aug 24, 26)



**Zoom Session on Wednesday this week
(our regular Wednesday class every
week will be via Zoom)**

Regions and Themes

vReadings: Birdsall et al., Chapter 1 (2-17); “Maptitude Brochure” and “Dental Therapy” column; for this and every other coming week, please see the “materials” item in this week’s module (number 1) for all reading and video resources to review in preparation for class this week

Week 1 discussion question set due in Canvas on Wednesday this week (note: all hand-in DQs after this week are due on Mondays)

- **Key City Focus:** Denton
- **Foundational Issue:** How is a geographic perspective relevant to people, businesses, and cities?
- Course overview and expectations
- Introduction to a geographic and regional perspective
- *Case Study Discussion:* What is a “region”?
- *Geographic Information Case Study:* Walgreens

PART 2 – BUILDING BLOCKS FOR A REGIONAL ANALYSIS

Interactive Class DQ

Week 2 (Aug 31, Sep 2)



Our focus this week: coming to a “big-picture” understanding of environmental issues

This Week: Online Discussion Forum to Meet Your Classmates

Who Shares Your Interests? A Chance to Form Good Project Groups

Zoom Session on Wednesday this week

Physical Foundations: The Environment, Resources, and Sustainability

Readings: start with Birdsall et al., Chapter 2 (20-43); See module 2’s “Week 2 Materials” resources on our class Canvas site for a complete reading & video list

- **Key City Focus:** Dallas-Fort Worth (see “Syllabus and Handouts” link, do your own web research about this metropolitan area)
- **Foundational Issue:** What are the key challenges currently facing us as inhabitants of the planet Earth?
- Elements of the physical environment
- Variations in physical characteristics across North America
- Issues related to resources and resource use
- *Major Case Study Discussion:* Sustainability in Chesapeake Bay
- *Geographic Information Case Study:* National Audubon Society

Week 3 (Sep 9)



Our focus this week: shifting to understanding the issues associated with populations and population movements

Zoom Session on Wednesday this week

Human Foundations: Settlement, Migration, and Culture

Readings: Birdsall et al., Chapter 3 (46-57, 59-61); See module 3’s “Week 3 Materials” resources on our class Canvas site for a complete reading & video list

- **Key City Focus:** Boston
- **Foundational Issue:** How does geography and geographic ideas inform our understanding of human processes of migration and settlement?
- Settlement, expansion, migration
- The spatial expression of culture across regions
- *Geographic Information Case Study:* California Office of Emergency Services

* Monday this week is the Labor Day holiday.

Individual Response DQ

Week 4 (Sep 14, 16)



Zoom Session on Wednesday this week

Urban Foundations: Cities and Metropolitan Regions

Readings: Birdsall et al., Chapters 3 (57-59) and 4 (72-78); See module 4's "Week 4 Materials" on our class Canvas site for a complete reading & video list
DQ Set for Week 4 Due (Monday)

- **Key City Focus:** Calgary
- **Foundational Issue:** How can the use of *continental* and *local* scales of geographic observation give us useful insights into how cities work in North America?
- The North American city: urban areas and systems of cities
- The urban environment and components of the urban landscape
- *Geographic Information Case Study: Bay Area Rapid Transit (San Francisco Bay Area)*

QUIZ #1

Week 5 (Sep 21, 23)



Note: quiz to be completed in Canvas

Zoom Support Session on Wednesday this week

PROJECT PROPOSAL

Economic Foundations: Business and Location

Readings: See module 5's "Week 5 Materials" on our class Canvas site for a complete reading & video list

1. **Group Project Proposal Due (Monday)**
2. **Quiz #1 (Wednesday)**

Note both

- **Monday: Economic Foundations Discussion**
 - **Key City Focus:** Seattle
 - **Foundational Issue:** What goes into making a good location for a business?
 - Discussion of the contribution of geography to business planning
 - The connection between geography and industrial evolution
- **Wednesday: Quiz #1**
 - This is a comprehensive quiz on the content covered in weeks 1-5 (completed on Canvas)
 - **No class today (Wednesday), but I will be available during class time via Zoom**

PART 3 – REGIONAL ANALYSIS OF CITIES, ECONOMIES, AND SUSTAINABILITY IN THE US AND CANADA

Individual Response DQ

Week 6 (Sep 28, 30)



Zoom Session on Wednesday this week

Megalopolis

Readings: Birdsall et al., Chapter 4 (66-72, 78-89); See module 6's "Week 6 Materials" on our class Canvas site for a complete reading & video list

- **Key City Focus:** New York
- **Foundational Issue:** What is a "Megalopolis", and why does it matter?
- The site and situation of Megalopolis
- Changing patterns in the Megalopolis

Interactive Class DQ

Week 7 (Oct 5, 7)



Zoom Session on Wednesday this week

The North American Manufacturing Core

Readings: Birdsall et al., Chapters 5 (92-111) and 6 (114-130); See module 7's "Week 7 Materials" on our class Canvas site for a complete reading & video list

- **Key City Focus:** Toronto
- **Foundational Issue:** Does it matter that North America's manufacturing belt is divided into two by an international border?
- Meaning of "core" and core-periphery theory
- Characteristics, growth, and importance of the continental core
- The US/Canada relationship within the core

Week 8 (Oct 12, 14)



Zoom Session on Wednesday this week

Periphery: Bypassed East, Appalachia, Ozarks

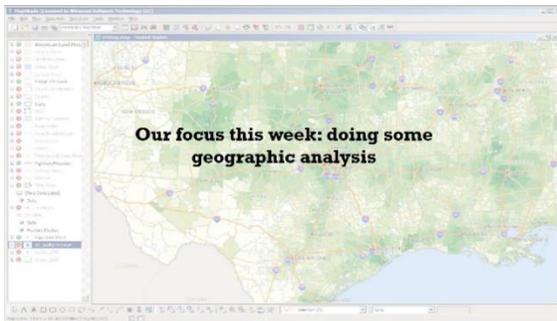
Readings: Birdsall et al., Chapters 7 (132-146) and 8 (148-165); See module 8's "Week 8 Materials" on our class Canvas site for a complete reading & video list

- **Key City Focus:** Halifax
- **Foundational Issue:** Why is economic development challenging in a place that has not seen much economic development?
- The challenges of remoteness
- Discussion related to the businesses that emerge in the remote settings characterizing these regions
- Set scene for GIS Lab Exercise beginning next week
- **In-class introduction to the GIS Lab Exercise**

QUIZ #2

GIS LAB WORK

Week 9 (Oct 19, 21)



Zoom Support Sessions during class time on both Monday & Wednesday this week

GIS/Project Work Week

Readings: None

- **Monday:** Quiz #2, comprehensive for weeks 6-8. Can be taken anytime today.

**Note: quiz to be completed in Canvas;
No formal class session today**

- **Monday & Wednesday:** Group GIS Lab Exercise work sessions (I am available to help today via Zoom). You can choose between working on the semester project and the GIS Lab Exercise. I will provide Zoom meeting information to you via email.

Zoom Help available today (work session only, no formal class)

GIS LAB WORK

Week 10 (Oct 26, 28)



Zoom Session on Wednesday this week

The Changing South/The Southern Coastlands

Readings: Birdsall et al., Chapters 9 (168-190) and 10 (192-208); See module 10's "Week 10 Materials" on our class Canvas site for a complete reading list

- We will focus this week on discussion of the South.
 - **Key City Focus:** Tampa
 - **Foundational Issue:** What impact might having few cities and many towns have on the development of life in a region?
 - GIS Lab consultations on Thursday as needed

GIS LAB DUE

STUDENT-DIRECTED DISCUSSION

Week 11 (Nov 2, 4)



Zoom Session on Wednesday this week

The Agricultural Core/Great Plains and Prairies

Readings: Birdsall et al., Chapters 11 (210-229), 12 (233-234, 239-249) and 13 (256-277); See module 11's "Week 11 Materials" on our class Canvas site for a complete reading & video list

- **Monday: Student-Led Discussion – The Agricultural Core**
 - **Foundational Issue:** You tell me!
 - Class today will focus on the issues and topics you identify
 - Brief video case study to wrap up class
- **One-page individual paper due at the end of class on Monday**
- **Wednesday: Regular Discussion – Great Plains & Prairies**
 - **Key City Focus:** Williston, North Dakota
 - **Foundational Issue:** How do you manage development in a place where the economy is marked by "boom" & "bust"?
 - **Case Study:** Gas Extraction in North Dakota
 - Discussion of resource use and management
- **Due on Wednesday: Group GIS Lab Exercise due via Canvas**

Interactive Class DQ

Week 12 (Nov 9, 11)



Zoom Session on Wednesday this week

Pacific Coast and the Southwest

Readings: Birdsall et al., Chapter 14 (282-292) and Chapter 15 (300-306, 310-313, 322-325); See module 12's "Week 12 Materials" on our class Canvas site for a complete reading & video list

- **Key City Focus:** Phoenix
- **Foundational Issue:** What are the advantages and disadvantages of geographically big and small states?
- **Case Study Discussion:** Dividing California
- The multicultural and multinational nature of a multi-faceted region
- Geographic contrasts relating to cities and resources

Week 13 (Nov 16, 18)



Zoom Session on Wednesday this week

Pacific Coast & Northlands

Birdsall et al., Chapter 16 (328-333); See module 13's "Week 13 Materials" on our class Canvas site for a complete reading & video list

- **Class discussion – Pacific Coast and Northlands**
 - **Key City Focus:** Vancouver
 - Regional contrasts
 - Urban/economic change and the concept of creative destruction
 - Status of First Nations People in Canada
 - Issues related to remoteness in the Canadian north

PART 4 – COURSE WRAP UP

PROJECT PAPERS & PRESENTATIONS

Week 14 (Nov 23)

GEOG 3350: US & Canada Presentation Assessment Form				
Presenter Names:				
Part A: Specific Presentation Components	Excellent	Satisfactory	Weak	Poor
1. Central research question was	Clear	Somewhat Clear	Somewhat Unclear	Unclear
2. Significance and relevance of the question was	Clear	Somewhat Clear	Somewhat Unclear	Unclear
3. Research findings were	Sufficiently detailed	Adequate	Weak	Too detailed or insufficient
4. Findings addressed research question	Well	Adequately	Somewhat	Poorly
5. Connection of findings to the research was	Clear	Somewhat Clear	Somewhat Unclear	Unclear
6. Conclusions were	Strong	Adequate	Weak	Unconvincing
Part B: Overall Presentation Quality	Excellent	Satisfactory	Weak	Poor
1. Presentation was organized	Well	Adequately	Somewhat	Poorly
2. Presenter speaking style was	Clear and was easy to follow	Adequate	Somewhat unclear or hard to follow	Not clear and was not easy to follow
3. Powerpoint supported presenter's information	Well	Adequately	Weakly	Poorly
4. Presentation held my interest	Well	Adequately	Somewhat	Not at all
<i>Comments for the presenters (e.g., what worked well, what could be improved):</i>				
Overall Score:				
Number of "Excellent" Ratings = _____ x 10 = _____				
Number of "Satisfactory" Ratings = _____ x 8 = _____				
Number of "Weak" Ratings = _____ x 6 = _____				
Number of "Poor" Ratings = _____ x 4 = _____				
Grand Total = _____ /100				

Project Presentations

Readings: None

1. All Group Project Papers Due via Canvas (Monday)
2. All Group Project Abstracts Due via Canvas (Monday)

- Flash presentations today (2 slides, 2 minutes... go!)

Please submit a copy of your presentation material to me ahead of your presentation time today

All presentations via Zoom during our regular Monday class

Interactive Class DQ

Week 15 (Nov 30, Dec 2)



Zoom Sessions for both classes this week (Monday and Wednesday)

Geographic Literacy in America

Readings: There are two key reading resources to prioritize for this week:

- National Geographic Society: Geography Awareness Poll (2006) (please read the report through to page 12 before class)
- Council on Foreign Relations/National Geographic Society: What College-Aged Students Know About the World (2016) (again, please read at least to page 12)

- **Key City Focus:** Albuquerque, New Mexico
- **Foundational Issue:** How and why does geographic knowledge matter for the average person?
- Geographic knowledge, and attitudes towards geography
- Overall perspectives on cities, economies, and geography
- Discussion of the take-home final exam

Final exam arrangements will be announced in class in week 15

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**Department of Geography
and the Environment**