

GEOG 3100

[undergrad]

United States and Canada: Economies, Cities, and Sustainability



Fall, 2022 ▪ Monday/Wednesday 11:00 AM – 12:20 PM ▪ ENV 115

Why Should You Take this Course?

You will benefit from this class because **geography is more important to our future than you think**. We need more understanding on how geography and location impacts our lives.

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 introducing the concept of "flourishing" as a central point of emphasis for the course. Then, we'll explore several **key dimensions of the world** we experience as humans (physical, human, urban, economic). The core of the course is 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** we should all know about, while exposing the geographic part of life that we often ignore.

Instructor: Dr. Murray Rice

E-Mail: rice@unt.edu

Telephone: (940) 597-9307

Office Hours: Wed/Thu, 9:45 to 10:45 AM

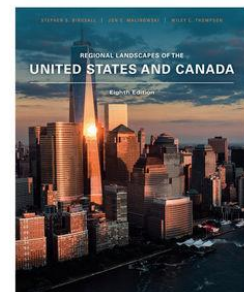
Office: ENV 310G

Our class page on Canvas is your primary guide and information source for this class. This does not mean that the other information sources in this class are not important as well.

What you'll need for this course:

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

Wiley Student Choice



WILEY

- 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>

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?

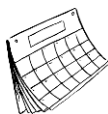
In addition to the many grade-earning opportunities that await you this semester, your success in this class will be determined by **how well you manage your time** and **how engaged you are with the class** activities.

More specifically:



Show up to class, and be on time

If you arrive by the class start time, you'll avoid missing 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, no problem. If possible, please send me an email ahead of class time so I know not to expect you that day.



Know the class schedule!

One of the major 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 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 Session
10%	Flourishing Case Studies
10%	GIS Lab
25%	Semester Project
25%	Quizzes
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 discussion task, assignment, or test to pass the course, but relative success in each will affect your final grade. The following represents the relative weights of each course activity as a percentage of your final course grade (so for example, your overall Discussion Question grade counts for 25% of your final course grade)

DISCUSSION TASKS		
Discussion Questions:	Interactive discussion questions (“DQs”) (Throughout Semester)	25%
Student-Directed Discussion Session:	Pre-Class Discussion Paper & In-Class Discussion (Agricultural Core, Week 11)	5%
Flourishing Case Studies:	Responses to In-Class Case Studies (Weeks 1, 2, 4, and 8)	10%
MAJOR ASSIGNMENTS		
GIS Lab:	GIS Analysis and Write Up (due Week 11)	10%
Semester Project:	Proposal (due Week 5)	5%
	Focused Report (Week 14)	10%
	Lightning Presentations (Week 14)	10%
TESTS		
Quizzes:	Weekly Mini-Quizzes (many weeks but not every week through semester)	25%
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 and the use of previous editions of this book in class.

Our TA This Semester

My name is Samantha Espinoza-Villejo, and I will be the TA for this class. As a TA, my job is to grade discussions, manage the Canvas course, and give students general assistance with class material.

Correspondence

If you need to reach out to me, you can contact me at Samantha.Espinoza@unt.edu. When you email me, please allow a 24-hour window for a response. I can usually answer emails within a few hours, but this cannot be guaranteed. Because of this time delay, it's best to start your assignments early or on time, so you can ask questions in a timely manner.

Because I have multiple courses to TA this semester, when emailing me, please use the following format:

Your Name—Course: Subject Matter

The format above helps me to locate you and the current assignments.

During the week, I can be flexible with time, so you may send emails at any time during the week. Keep in mind that weekends are my own, so I will be away from my inbox. This means that any emails sent after business hours on Fridays will not be seen until Monday.

Missing Class or Assignments

In addition to seeing you all in class, I know each of you has a personal life that exists in a complex web outside of this course. Sometimes the personal, professional, or academic life can cause delays and interruptions. To that end, please contact me or Dr. Rice immediately if you have something that prevents you from completing assignments on time or attending class.

If you contact me regarding personal matters that inhibit your progress in class, please give me a general idea of what is going on, so I can find resources and flexibility. The sooner you let me know, the more flexibility I can work out. In all aspects, communication is key. Neither I nor Dr. Rice can help if we don't know what is going on.

For all extension requests sent to me: I will discuss the situation with Dr. Rice. Any late or missing assignment without an approved extension will fall under Dr. Rice's late policy.

Office Hours

As noted above in the Correspondence section, my time can be very flexible during the work week. Because of this, I will not have set office hours. Instead, I will hold office hours by appointment on Zoom.

This undefined time during the work week allows for office hours that work best for you: morning, afternoon/evening, or night. The only exceptions to this availability are Monday, Tuesday, and Thursday nights.

Summary of Expectations

During this course, you can expect me to be available for your questions, comments, concerns, and general assistance with assignments. You can also expect me to be a safe place to reach out if you have personal matters that affect your academic progress. Finally, you can expect me to assess all situations for fairness for both you as an individual and you as a part of a learning community.

On the flip side, I expect you to communicate promptly if you need assistance. Late planning or delayed communication gives me less time and flexibility to help you.

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.

Illness and 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. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to an issue related to illness in your household.

Zoom Information This class will use one zoom link for the fall 2022 semester.

- **Office hours this semester:** Wed/Thu from 9:45 to 10:45 AM (in-person and via zoom)
- **Occasional class zoom stream:** for the (hopefully) occasional class if and when it becomes necessary for us to meet via zoom.
 - **Zoom link for both of these activities:**
<https://unt.zoom.us/j/82097273332?pwd=ZVdlUEo2WG1uaC8vOE1yU3JvbjQyQT09>

Note that I am always happy to schedule an in-person meeting with you if that serves your needs best. Please contact me to arrange an in-person meeting or a meeting at a time outside of the regular Wednesday office hours for this course.

Please see me if you have issues with any class requirement. I am prepared to show flexibility to assist those with special needs in the class, but it is also possible that I may also need you to show some flexibility as well. We can work together to complete the semester in the best way possible.

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

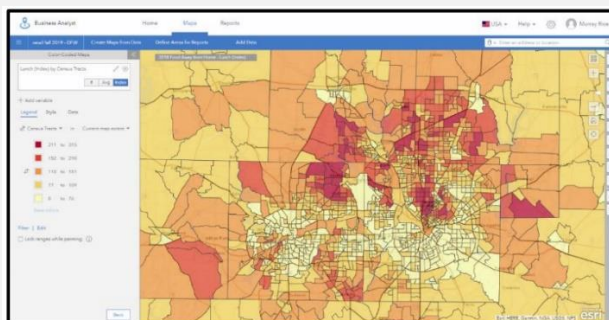
See these Engagement Guidelines (<https://clear.unt.edu/online-communication-tips>) for more information.

GIS Lab

Major Assignments

In weeks 9 and 10, you will have a chance to learn something new about Geographic Information Systems (GIS). These weeks include GIS lab time to complete an analytical exercise involving urban data and Esri's *Business Analyst Web App* software package. The lab is designed to allow people who have no GIS exposure to complete it, but also to provide some new software skills to more experienced GIS users.

- To facilitate work on this exercise, we will meet in one of the CSAM computer lab rooms for a few classes in late October (see schedule in this syllabus). More details on scheduling, room location, and other exercise details will be provided in class.



Semester Project

Project Overview: You will be asked to form groups* of 2-4 people at the beginning of the course for the purpose of completing a group research project on a topic in North American regional geography. Since the class goes by very quickly, it is important that you begin work immediately on your project. To help you get started on this and give you an opportunity to get some feedback from me on your proposed project topic, a one-page project proposal is due in week 5. Each project must include a discussion on an issue related to both geography and the regions of North America. These projects can be one of two types:

1. Focus on a particular region of North America. This kind of project will provide an overview (more in-depth than in class) of the history, development, economy, society, and challenges facing a given region of your group's choice. Discussion of the region's prospects for the future is a key component of this kind of project.

2. Focus on a specific issue related to the development of the regions of North America in general. This kind of project will outline some topic of importance to the continent in general. You have considerable freedom to explore a variety of issues here, but it is important that the geographic perspective is central to whatever topic you choose. You might want to start your thinking by considering the spectrum of thematic topics included in our course schedule, such as industry, trade, culture, and environmental issues. However, be creative and flexible in your thinking.

Regardless of the direction you go as a group, remember that the end products of your work will be (1) an abstract, (2) a focused report, and (3) a lightning presentation (or alternative assignment). All three of these end products are due in week 14. We will discuss all three of these elements in more detail before they are due in November.

Project Proposal: A 1-2 page project proposal is due in week 5, and should address two different aspects of your project and research.

1. Brief summary of the topic. In a maximum of two paragraphs, describe your proposed topic and indicate why anyone should care about your topic. For your topic description, include a specific statement of purpose: what do you hope to achieve through this project? For "why anyone should care", sell me on your topic: be persuasive and highlight what is interesting about what you want to write about.

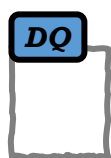
2. Research sources. Outline at least five credible sources that you know you can use. Give full information on each source: if a book, give the name of the author, the title, and the publisher; if a website, give the web address and name of the authoring person or organization. Also give a brief summary of what the source provides for your topic.

** Groups are the preferred way of meeting the project requirement for the class. However, for those who have a strong preference to work on your own, I will make it possible for individual students to complete the project on their own. If you are interested in this option, please see me before submitting your project proposal.*



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:



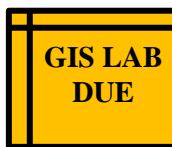
DQ Set Due
This Week



GIS Lab Work
Session This
Week



Project Element
Due This Week



GIS Lab Due This
Week



Quiz This Week



Flourishing Case Study
Covered This Week, Due
Next Week

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



Week 1 (Aug 29, 31)



Regions and Themes

Readings: 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
- *Key Class Discussions:* What is a “region”? What does “flourishing” mean in a practical sense?
- **Flourishing Case Study:** Walgreens

PART 2 – BUILDING BLOCKS FOR A REGIONAL ANALYSIS



Week 2*

Week 2 (Sep 7 only)



This Week: Online Discussion Forum to Meet Your Classmates

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

Physical Foundations: The Environment, Resources, and Sustainability

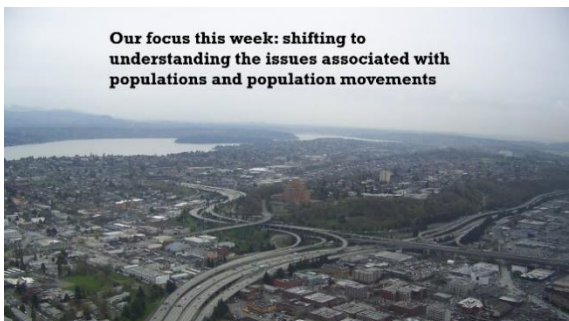
Readings: start with Birdsall et al., Chapter 2 (20-43); See module 2's "Week 2 Materials" resources on our class Canvas site for a complete reading & video list

- **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 In-Class Discussion:* Sustainability in Chesapeake Bay
- **Flourishing Case Study:** Fish of the People

* All quizzes have 20 or fewer multiple-choice or true/false questions. You have 20 minutes to complete the quiz. In each week with a quiz, the quiz is on Canvas and is available for 24 hours beginning at the end of the Wednesday class for that week.

Week 3

Week 3 (Sep 12, 14)



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

DQ



Week 4 (Sep 19, 21)



Our focus this week: building our understanding of cities with observations at two distinctive spatial scales

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
- **Flourishing Case Study:** Bay Area Rapid Transit (San Francisco Bay Area)

PROJECT PROPOSAL



Week 5

Week 5 (Sep 26, 28)



Our focus this week: examining the factors that relate to regional economic change and development

Economic Foundations: Business and Location

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

Group Project Proposal Due (Monday)

- **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

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



Week 6

Week 6 (Oct 3, 5)



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
- **Video Case Study:** From New Amsterdam to New York

DQ

Week 7 (Oct 10, 12)



The North American Manufacturing Core

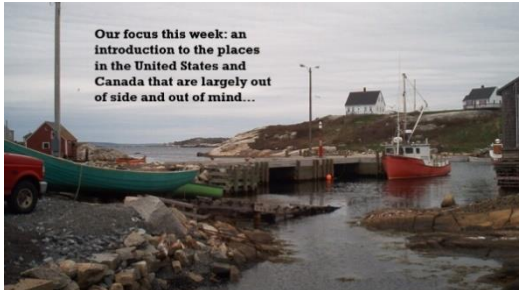
Readings: Birdsall et al., Chapters 5 (92-111) and 6 (114-130); See module 7's "Week 7 Materials" on our class Canvas site for a complete reading & video list

- **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



Q Week 8

Week 8 (Oct 17, 19)



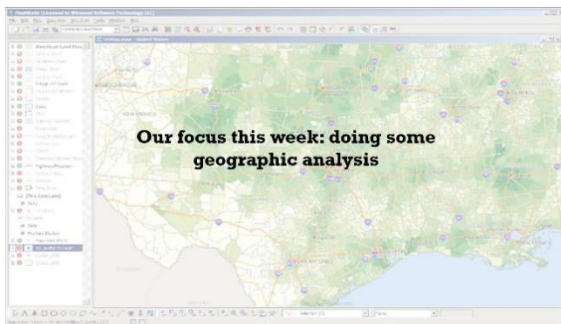
Periphery: Bypassed East, Appalachia, Ozarks

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
- **Flourishing Case Study: The Appalachians**
- Set scene for GIS Lab Exercise beginning next week
- **In-class introduction to the GIS Lab Exercise**

GIS LAB WORK

Week 9 (Oct 24, 26)



GIS/Project Work Week

Readings: None

- **Monday and Wednesday:** Group GIS Lab Exercise work sessions (I will be available to help). You can choose between working on the semester project and the GIS Lab Exercise.

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

GIS LAB WORK

Q Week 10

Week 10 (Oct 31, Nov 2)



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

Week 11 (Nov 7, 9)



STUDENT-DIRECTED DISCUSSION

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
 - **Case Study:** Urban Sprawl
- **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**

Week 12 (Nov 14, 16)***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?
- **Major Class Discussion:** Dividing California
- The multicultural and multinational nature of a multi-faceted region
- Geographic contrasts relating to cities and resources

Week 13 (Nov 21, 23)***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
 - **Foundational Issue:** Out of sight, out of mind? What are the issues impacting remote communities?
 - 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
 - **Case Study:** The Cold Reality of Canada's North

PART 4 – COURSE WRAP UP

PROJECT PAPERS & PRESENTATIONS

Week 14 (Nov 28, 30)

GEOG 3100: US & Canada
Presentation Assessment Form

Presenter Names: _____

Part A: Specific Presentation Components	Excellent	Satisfactory	Weak	Fair
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 overall work	Clear	Somewhat Clear	Somewhat Unclear	Unclear
6. Conclusions were	Strong	Adequate	Weak	Unclear
Part B: Overall Presentation Quality	Excellent	Satisfactory	Weak	Fair
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

Comments for the presenters (e.g., what worked well, what could be improved):

Overall Score:

Number of "Excellent" Ratings = _____ x 10 = _____

Number of "Satisfactory" Ratings = _____ x 8 = _____

Number of "Weak" Ratings = _____ x 6 = _____

Number of "Fair" 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

DQ

Week 15 (Dec 5, 7)



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

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