

**HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF GEOGRAPHY**

Postcards from America: A Geographer's View of Changing Landscapes

Spring 2017

GEOG 306.03-Section 01

Code 2731

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Classroom: Room 1022 North Bldg.

Purpose:

To learn about the geography of the US and Canada by (1) analyzing landscape development and change over time, (2) studying the physical processes and human interactions and resourcefulness that are instrumental in creating the landscape, and (3) applying geographic principles and reasoning to past, present and future situations.

Required Books/Map for undergraduate students:

1. **Conzen, Michael P., editor.** *The Making of the American Landscape, 2nd ed.* New York: Routledge/Taylor & Francis, 2010. ISBN: 13-9780415950077. Available as a rental.
2. **Rand McNally Atlas of American History, Revised.** Skokie, IL: Rand McNally, 2015. ISBN: 0528015346 (paperback). NOTE: The 2012 edition is acceptable ISBN: 0528004875.
3. **Any folded road map of the United States**, as the *Rand McNally Road Map* or *AAA Road Map*.

Recommended Books/Map:

1. **Bailey, Robert G.,** *Ecosystem Geography: From Ecoregions to Sites, 2nd ed.* New York: Springer, 2009. ISBN 13: 9781441903914
2. **Birdsall, Stephen, et al.** *Regional Landscapes of the United States and Canada, 7th ed.* New York: John Wiley & Sons, 2009. ISBN 13:9780470-098264
3. **Bone, Robert M.,** *The Regional Geography of Canada, 6th ed.* Don Mills, ON: Oxford University Press, 2014. ISBN 13:978-0-19-900242-9
4. **Colten, C. and Buckley, G., 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) especially for those in the education sequence
5. **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
6. **Malpas, Jeff, editor.** *The Place of Landscape: Concepts, Contexts, Studies*, Cambridge, MA: MIT Press, 2011. ISBN 13: 9780262015523
7. **Mayda, Chris.** *A Regional Geography of the United States and Canada: Towards a Sustainable Future*, Lanham, MD: Rowman & Littlefield, 2013. ISBN 978-0-7425-5689-8. Available as an e-book 978-0-7425-5730-7
8. **Wilson, Chris and Groth, Paul, editors.** *Everyday America: Cultural landscape Studies after J.B. Jackson*, Berkeley, CA: Univ. of California Press, 2003. ISBN 0-520-22961-4 (paperback).
9. **Wylie, John,** *Landscape.* New York: Routledge/Taylor & Francis, 2007. ISBN 13:9780415341448 (paperback). Available as a rental.
10. **Any medium or large, up-to-date atlas (2013-2017) 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)
<http://maps.nationalgeographic.com/maps/atlas/north-america-geophysical.html>
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/>

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 and the resultant creation of regional and local landscapes - 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, (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 (75%). There will be three exams worth 25 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 regional landscapes of the US&C.)

2. Landscape Road Trip Project (25%). Write a descriptive and analytical travelogue highlighting the physical and cultural landscapes found along an on average **1,850 mi drive across at least three regions** within the US and Canada. See Handout for choices. Select one segment and then plot a route. Describe in detail the physical geography along the route as well as the human geography of population, economic activity/land use, and cultural uniqueness of the visual landscape. Short detours are encouraged. This should have at least a 7-page narrative **plus** on separate pages a **bibliography and appropriate maps and illustrations** of what one would see while traveling the route. Footnote facts. A **minimum of two maps** must be included in the paper, one showing the location of the route within the US and/or Canada and the other a detail map of the route being discussed. Additional detailed

maps of specific locations along the route can only add to the grade. Be sure to illustrate each area highlighted within the travelogue with visual images.

3. Extra Credit. (*You may attempt all 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) **Research Paper.** For up to **5 points added to your term average and therefore influencing the final grade**, write a short focused research paper consisting of a 5-page narrative **plus** on separate pages a **bibliography and appropriate maps and illustrations** on a *pre-approved* topic that deals with an aspect of the North American landscape or discusses the theories and concepts of landscape study. The paper must be concise, focused on the approved topic and **show the geography behind the theme** by incorporating at least one of the Five Themes of Geography as presented in class. A **minimum of two maps** must be included in the paper, one showing the location of the topic within the US or Canada and the other a detail of the area or event being discussed.

(c) **Landscape Analysis.** For up to **5 points added to your term average and therefore influencing the final grade**, write an analysis of 5 different landscape regions from a list provided. This Internet-based exercise will explore the human and physical landscapes features that characterize various regions of the United States and Canada. A handout will be distributed during Week 2 of the semester.

4. Class participation will help to determine borderline grades.

PLEASE NOTE:

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/courses/cwpages.html>) and in class. All my PowerPoint lectures are available on the course home page and should be reviewed prior to each exam.

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 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. Then an IN (incomplete) grade may be given if warranted. Late written 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 outside of the required Road Trip. The topic of your extra credit research paper must be approved in advance to make sure the topic is manageable. *Any student contemplating doing the research paper extra credit option must submit in writing two different proposals and I will select one topic* based on your written justification showing your interest in the topics 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. Neatness counts. On exams if I cannot read it, it is wrong. All exercises, research papers, and extra credit work must be typed, printed and presented neatly. Consult the Hunter College Reading and Writing Center for citation and bibliographic formats (<http://rwc.hunter.cuny.edu>).

7. Hunter College rules and regulations are strictly enforced including those governing the grades CR/NC and IN.

8. 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.

9. 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.**

CALENDAR for Spring 2017 Undergraduate GEOG 306.03

This class meets on Tuesdays and Fridays from 11:10 AM – 12:25 PM in Room 1022HN.
Exam dates and work submission deadlines are subject to change.

Tue.	Jan. 31	First class meeting.
Tue.	Mar. 06	Tentative date of EXAM I. <u>Last day</u> to hand in Exam I Extra Credit exercise.
Tue.	Apr. 11	Spring Break (NO classes).
Fri.	Apr. 14	Spring Break (NO classes).
Tue.	Apr. 18	Spring Break (NO classes).
Fri.	Apr. 07	Tentative date of EXAM II <u>Last day</u> to hand in Exam II Extra Credit exercise
Fri.	May 12	<u>Last day</u> to hand in the Required Road Trip Exercise without a late penalty. <u>Last day</u> to hand in a pre-approved topic Extra Credit Research Paper.
Tues.	May 16	Last class lecture meeting.
Fri.	May 19	Study Day - No Class for us.
Tues.	May 23	Exam III Final Exam from 9-11 AM <u>Last day</u> to hand in Exam III Extra Credit Exercise. Clear your schedules in advance. <i>Do Not Make Travel Plans for this day!</i>
Fri.	May 26	Course has ended. No class for us
Mon.	May 29	Memorial Day – College is closed

SEQUENCE of TOPICS

1. Course Introduction
2. Landscape Development
3. Phys Geog 1 - Landforms
4. Phys Geog 2 - Glaciation
5. Phys Geog 3 - Climate
6. Phys Geog 4 - Water, Soils, Vegetation
7. Human 1 - People
8. Human 2 - Human Imprint
9. Human 3 - Settlement
10. Human 4 - Settlement
- 11. EXAM I**
12. NORTHLANDS – Inhospitable environments of taiga, tundra and ice
13. NORTHEAST COAST – Harsh landscape avoided by people
14. MEGALOPOLIS – Urbanized region from Massachusetts to Virginia
15. CANADA’S CORE AREA – Focus of unity and division
16. AMERICA’S HEARTLAND – Overlapping images of agriculture and manufacturing
17. AMERICA’S HEARTLAND

18. APPALACHIA and the OZARKS – Physical landscapes leading to a unique culture
19. THE SOUTH – Diverse landscapes of the subtropical coast and interior piedmont
20. THE SOUTH
- 21. EXAM II**
22. PLAINS and PRAIRES – A “Grass Ocean” with a “Big Sky.”
23. PLAINS and PRAIRES
24. MOUNTAINS and PLATEAUS – Vast empty region of North America
25. DESERT SOUTHWEST – Human response to aridity
26. DESERT SOUTHWEST
27. PACIFIC NORTHWEST – Elongated area squeezed between the mountains and the sea
28. HAWAII – Tropical island oasis in the middle of the Pacific Ocean
- 29. STUDY DAY - No Class**
- 30. EXAM III (final)**

WEEKLY READING ASSIGNMENTS: CONZEN: *The Making of the American Landscape*

1. Introduction_____
2. Chapter 1_____
3. Chapters 2, 11, 12. (Skim 15-18)___
4. Chapters 2, 11, 12. (Skim 15-18)___
5. Chapters 2, 11, 12. (Skim 15-18)___
- REVIEW WEEKS 1-5 FOR EXAM**
6. Chapters 4, 5, 8, 13_____
7. Chapters 4, 5, 14_____
8. Chapters 4, 7, 8_____
9. Chapter 7, 13_____

REVIEW WEEKS 6-9 FOR EXAM II

- 10. SPRING RECESS**
- 11. SPRING RECESS/**
Chapter 6 (review Ch 4)_____
12. Chapter 9_____
13. Chapters 3, 8, 10 (Review Ch. 2) ___
14. Chapters 3, 8, 10 (Review Ch. 2) ___
15. Chapters 3, 10_____
- 16. REVIEW WEEKS 11-15 FOR EXAM III**

NOTE: In addition to the readings, you will be directed to *pertinent maps* in the *Atlas of American History*. Any handouts will supplement the readings.

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

Geography

Five Themes to Help Understand the World and its People

