Geography of North America (GEOG 3750)
Autumn 2015 * 33662

Class Dates & Times: T & Th 12:45 - 2:05 pm   2156 Founders Hall

Instructor: Kenneth Madsen, Assistant Professor of Geography

Office Hours: Mondays 12:00 noon - 2:00 pm & by appointment

Contact Information: madsen.34@osu.edu   (740) 364-9643   182 LeFevre Hall

Textbook: *Regional Landscapes of the United States and Canada* (7th edition)
          by Birdsall et. al.   Supplemental readings will also be assigned.

Website: This class will utilize Carmen – https://carmen.osu.edu/
          Students are expected to regularly check material online.

Course Bulletin Description: Geographical analysis of North America; spatial patterns and processes
          associated with culture, politics, economy and social difference at international, national,
          regional and urban scales.

General Education: This class meets the GE requirement for "social diversity in the United States."
    Goals: Students understand the pluralistic nature of institutions, society, and culture in the United
          States and across the world in order to become educated, productive, and principled citizens.
    Expected Learning Outcomes: 1) Students describe and evaluate the roles of such categories as
          race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions
          and cultures of the United States. 2) Students recognize the role of social diversity in shaping
          their own attitudes and values regarding appreciation, tolerance, and equality of others.
    This course meets the above goals in part by learning about geographic and social differences
          within the United States. This class also includes discussion of racial, ethnic, and religious
          diversity in the United States and its geographic distribution and origins. Readings, guest
          speakers, field trips, and census data are some of the ways that this material will be covered.
    For more information, refer to http://advising.osu.edu/ or visit with your academic advisor.

Points Possible:
  100 = 20 attendance @ 5 points
  250 = 5 quizzes @ 50 points
  150 = 3 Census projects
          @ 50 points each
  250 = Service Learning
          OR Research Paper
  250 = exams
1000 = total

Service Learning Points:
  120 = 8 reports @ 15
  35 = org. feedback
  35 = funding recom.
  20 = roundtable
  20 = ceremony
  20 = final reflection

Research Paper Points:
  80 = 8 reports @ 10
  125 = research paper
  25 = supporting slides
  20 = roundtable

Final Grading Scale:
  930 + = A
  900 - 929 = A-
  870 - 899 = B+
  830 - 869 = B
  800 - 829 = B-
  770 - 799 = C+
  730 - 769 = C
  700 - 729 = C-
  670 - 699 = D+
  600 - 669 = D
  < 600 = E

Attendance: Since learning is closely correlated with your presence in class, attendance will be taken throughout the semester. To earn points you will respond to a e-survey using your smartphone or another mobile device by pointing your browser to http://m.socrative.com/. Alternatively, you may download and utilize the Socrative app (be sure to get the student version). If you do not have a mobile device capable of participating in the exit ticket, please e-mail the instructor the first week of classes to make special arrangements. The point of using this software for attendance is to ensure not only that you are present, but also paying attention and thinking about class material. Points may also be earned in this category for first day activities, posting an introduction on Carmen (deadline: Aug. 26), adding your photo to your Carmen profile (deadline: Aug. 26) and an instructor visit during office hours or by appointment (deadline: Nov. 23). If more than 20 opportunities are provided for attendance credit, excess scores will be dropped – there are a maximum of 100 points in this category. Note that lesson notes cannot be obtained from the instructor.

Quizzes: There are six quizzes worth 50 points each – three map quizzes and three reading quizzes. The lowest quiz score will be dropped. Study guides for the map quizzes will be made available on Carmen two weeks before the quiz is scheduled. Quizzes may not be taken late if missed.

Census Projects: For these projects you will use census data to create maps and charts that help you better understand the demographics areas we are studying. Additional details will be provided in class.

Service Learning: Students in this class may opt to participate in a Service Learning activity to work with a local non-profit organization that embody Newark's role in the Industrial Core region of North America. Organizations will be chosen from a list provided by the instructor. This option is focused around eight weeks of volunteer work at approximately two hours per week. Weekly reports on what you are learning and how it relates to class material are required. Some organizations will also be invited to apply for $2,000 in funds provided to this class by Ohio Campus Compact's "Pay it Forward" program designed to encourage active student involvement in community philanthropy. Students participating in this option will help determine a process for distribution of funds and may help the organizations they work with apply for these funds. There will also be a class-wide roundtable discussion to share what you have learned with the rest of the class and make final funding decisions. Students may need to coordinate with classmates volunteering for the same organization.

Research Paper: The research paper is to be 5-6 pages (not including presentation graphics or bibliography, single-spaced) and is required of all students not participating in the Service Learning option. You will also informally present on your topic to the class via a roundtable discussion with other students who are doing research projects. The focus of papers should be on a critical understanding (why? why here? why not there? how? patterns, trends, geographic variation, etc.) of the topic rather than mere factual reporting. Topics will be chosen from a list provided by the instructor. The focus of this option is the research paper itself, but points are also awarded for weekly for reports on your progress as well as supporting slides and participation in a roundtable discussion to share your results.

Exams: The midterm and final exams will be worth 150 and 100 points respectively. Exams include a variety of question formats: multiple-choice, fill-in-the-blank, matching, short-answer, essays, map, etc. The exams will be closed-book and taken independently by each student. A photo ID is required when turning in the Midterm exam. The final exam will be cumulative.

Reading: You should come to class having read the appropriate assignments and be prepared to engage with the instructor and other students. Keeping up with the reading is critical to doing well in this class. *That's worth repeating: keeping up with the reading is critical to doing well in this class.*

Extra Credit: Up to 75 points may be earned for extra credit assignments of your choice. A handout outlines the available opportunities and deadlines. You should be careful not to undertake extra credit at the expense of other class requirements.

Late Work: It is best to submit all materials on or ahead of schedule. In the case of unavoidable delay, or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternate arrangements. Supplemental written documentation may be required and points deducted. Not all late work will be approved for credit, especially in the case of grade categories for which a built-in drop option is provided.

Incomplete Policy: Incomplete grades are reserved for very rare circumstances. In order to qualify, you must request an incomplete via e-mail no later than the date of the final exam. Substitute or additional assignments may be designed in order to convert an incomplete to a letter grade. Requirements to convert an incomplete to a letter grade must normally be finished by the beginning of the seventh week of the following Semester. Students who take an incomplete will automatically receive one grade lower than otherwise earned.

Additional Notes:

For written assignments, grammar and spelling are considered in assigning a grade.

Class time is to be reserved exclusively for paying attention to the class material at hand. If you have trouble resisting the urge to text your friends, check in Facebook, post to Tumblr, or even tweet about how exciting the day's lecture is, please turn off your mobile device. Similarly, laptop usage in class is for note-taking rather than checking Carmen or your e-mail. Those who are distracting to the instructor or others may be asked to leave the class and under such circumstances not return until after meeting individually with the instructor.

If you need special accommodations, see instructor in the first week of class to make arrangements.

Students are required to be familiar with and abide by the OSU Code of Student Conduct, available online at http://studentaffairs.osu.edu/csc/. In terms of this class, pay particular attention to the section on academic misconduct (pp. 2-3). See also "Ten Suggestions for Preserving Academic Integrity" at http://oaa.osu.edu/coamtensuggestions.html. Bottom line - don't cheat. Being unaware of what counts as cheating or academic misconduct is not an excuse.

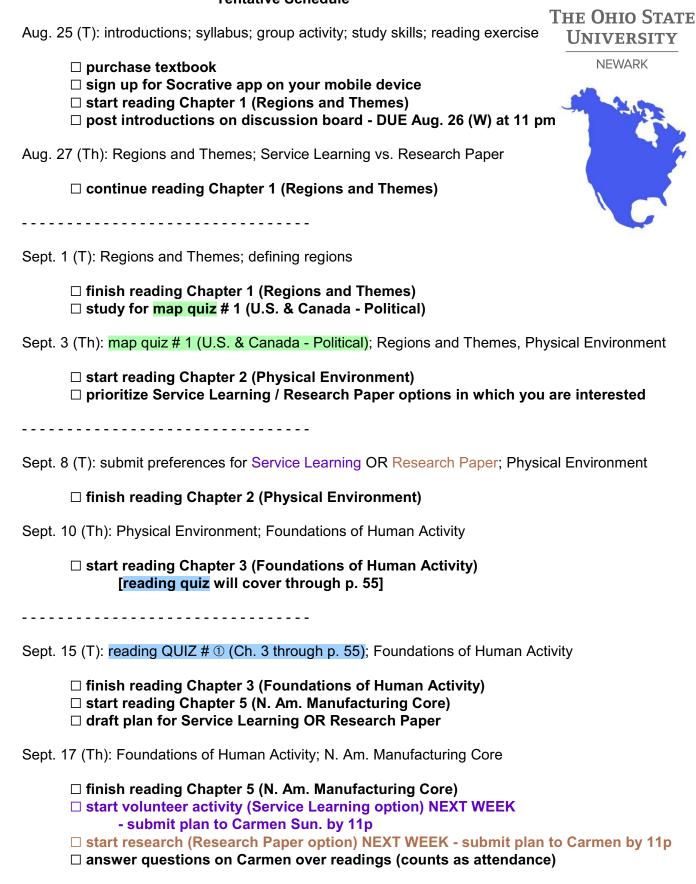This class is designed to not only meet a degree requirement, but also be interesting and fun!

Students are responsible for verbal changes to this syllabus announced in class or on Carmen.

Notes

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NEWARK

Aug. 25 (T): introductions; syllabus; group activity; study skills; reading exercise

□ **purchase textbook**
□ **sign up for Socrative app on your mobile device**
□ **start reading Chapter 1 (Regions and Themes)**
□ **post introductions on discussion board - DUE Aug. 26 (W) at 11 pm**

Aug. 27 (Th): Regions and Themes; Service Learning vs. Research Paper

□ **continue reading Chapter 1 (Regions and Themes)**

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Sept. 1 (T): Regions and Themes; defining regions

□ **finish reading Chapter 1 (Regions and Themes)**
□ **study for map quiz # 1 (U.S. & Canada - Political)**

Sept. 3 (Th): map quiz # 1 (U.S. & Canada - Political); Regions and Themes, Physical Environment

□ **start reading Chapter 2 (Physical Environment)**
□ **prioritize Service Learning / Research Paper options in which you are interested**

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Sept. 8 (T): submit preferences for Service Learning OR Research Paper; Physical Environment

□ **finish reading Chapter 2 (Physical Environment)**

Sept. 10 (Th): Physical Environment; Foundations of Human Activity

□ **start reading Chapter 3 (Foundations of Human Activity)**
□ **[reading quiz will cover through p. 55]**

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Sept. 15 (T): reading QUIZ # ① (Ch. 3 through p. 55); Foundations of Human Activity

□ **finish reading Chapter 3 (Foundations of Human Activity)**
□ **start reading Chapter 5 (N. Am. Manufacturing Core)**
□ **draft plan for Service Learning OR Research Paper**

Sept. 17 (Th): Foundations of Human Activity; N. Am. Manufacturing Core

□ **finish reading Chapter 5 (N. Am. Manufacturing Core)**
□ **start volunteer activity (Service Learning option) NEXT WEEK**
     - submit plan to Carmen Sun. by 11p
□ **start research (Research Paper option) NEXT WEEK - submit plan to Carmen by 11p**
□ **answer questions on Carmen over readings (counts as attendance)**

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Sept. 22 (T): N. Am. Manufacturing Core; <mark>Newark field trip - depart Founders Hall bus stop at 12:45p</mark>

    ☐ **Carmen readings on Newark industrial history**
    ☐ **answer additional questions on Carmen over readings (counts as another attendance)**

Sept. 24 (Th): N. Am. Manufacturing Core

    ☐ **start reading Chapter 11 (The Agricultural Core)**
    ☐ **report#1 on volunteer activity (Service Learning opt.) DUE on Carmen Sun. 11p**
    ☐ **report#1 on research progress (Research Paper opt.) DUE on Carmen Sun. 11p**

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Sept. 29 (T): N. Am. Manufacturing Core; <mark>Newark field trip - depart Founders Hall bus stop at 12:45p</mark>

    ☐ **finish reading Chapter 11 (The Agricultural Core) [<mark>reading quiz</mark> will cover full chapter]**

Oct. 1 (Th): <mark>reading QUIZ # ② (Ch. 11)</mark>; N. Am. Manufacturing Core, The Agricultural Core

    ☐ **report#2 on volunteer activity (Service Learning opt.) DUE on Carmen Sun. 11p**
    ☐ **report#2 on research progress (Research Paper opt.) DUE on Carmen Sun. 11p**

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Oct. 6 (T): The Agricultural Core

    ☐ **read all of Chapter 8 (Appalachia and the Ozarks)**
    ☐ **study for <mark>map quiz</mark> # 2 (U.S. & Canada - Physical)**
    ☐ **start studying early for Midterm Exam**

Oct. 8 (Th): <mark>map quiz # 2 (U.S. & Canada - Physical)</mark>; The Agricultural Core; Appalachia and Ozarks

    ☐ **finish any assigned readings not yet completed**
    ☐ **report#3 on volunteer activity (Service Learning opt.) DUE on Carmen Sun. 11p**
    ☐ **report#3 on research progress (Research Paper opt.) DUE on Carmen Sun. 11p**
    ☐ **study for Midterm Exam**

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<mark>Oct. 13 (T): Midterm Exam</mark>; discussion on inviting non-profit organizations to apply for funds

Oct. 15 (Th): **** No classes on campus Thursday (or Friday) - Fall Break ****

    ☐ **report#4 on volunteer activity (Service Learning opt.) DUE on Carmen Sun. 11p**
    ☐ **report#4 on research progress (Research Paper opt.) DUE on Carmen Sun. 11p**
    ☐ **Carmen readings on census data**

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Oct. 20 (T): introduction to Census data as a resource   **** meet in F.H. 106A ****

    ☐ **start reading Chapter 4 (Megalopolis)**
    ☐ **work on Census project#1 (Megalopolis or California)**

Oct. 22 (Th): census data; Megalopolis; California   **** meet in LeFevre 261 ****

    ☐ **finish reading Chapter 4 (Megalopolis)**
    ☐ **report#5 on volunteer activity (Service Learning opt.) DUE Carmen Sun. 11p**
    ☐ **report#5 on research progress (Research Paper opt.) DUE on Carmen Sun. 11p**
    ☐ **Census project#1 (Megalopolis or California) - DUE via Carmen Dropbox Mon. 11p**

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Oct. 27 (T): visit local census tract for Census project #2   **** No class meetings this week. ****

    ☐ **read Chapter 15 (California)**
        [reading quiz will cover full chapter]
    ☐ **work on Census project#2 (local census tract)**

Oct. 29 (Th): reading QUIZ # ③ (Ch. 15),   **** No class meetings this week. ****
available on Carmen 7a - 11p

    ☐ **report#6 on volunteer activity (Service Learning opt.) DUE on Carmen Sun. 11p**
    ☐ **report#6 on research progress (Research Paper opt.) DUE on Carmen Sun. 11p**
    ☐ **Census project#2 (local census tract) - DUE via Carmen Dropbox Mon. 11p**

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Nov. 3 (T): Service Learning field trip   **** depart Founders Hall bus stop at 12:45p ****

    ☐ **start reading Chapter 14 (The Southwest Border Area)**
    ☐ **work on Census project#3 (to draw on your Service Learning or Research Paper topic)**

Nov. 5 (Th): Service Learning field trip   **** depart Founders Hall bus stop at 12:45p ****

    ☐ **continue reading Chapter 14 (The Southwest Border Area)**
    ☐ **report#7 on volunteer activity (Service Learning opt.) DUE on Carmen Sun. 11p**
    ☐ **report#7 on research progress (Research Paper opt.) DUE on Carmen Sun. 11p**
    ☐ **Census project#3 (service learning/research) - DUE via Carmen Dropbox Mon. 11p**

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Nov. 10 (T): California; The Southwest Border Area

    ☐ **finish reading Chapter 14 (The Southwest Border Area)**

Nov. 12 (Th): The Southwest Border Area

    ☐ **supplemental readings on Southwest / Mexico (on Carmen)**
    ☐ **report#8 on volunteer activity (Service Learning opt.) DUE on Carmen Sun. 11p**
    ☐ **report#8 on research progress (Research Paper opt.) DUE on Carmen Sun. 11p**

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Nov. 17 (T): The Southwest Border Area; Mexico

 □ **start reading Chapter 16 (The North Pacific Coast)**
 □ **slides for research roundtable (Research paper opt.) DUE on Carmen <u>Wed.</u> 11p**

Nov. 19 (Th): research paper roundtable

 □ **volunteer activity recommendations (Service Learning opt.) DUE Sun. 11p**
   this is a group submission from all students volunteering for a given organization
 □ **research paper (Research Paper opt.) DUE on Carmen Sun. 11p**

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Nov. 24 (T): service learning roundtable; deliberations on distribution of funds

 □ **finish reading Chapter 16 (The North Pacific Coast)**
 □ **study for map quiz # 3 (Mexico)**
 □ **prepare certificates and comments study distribution of funds**

Nov. 26 (Th): **** No classes on campus - Thanksgiving ****
 □ **study for map quiz # 3 (Mexico)**

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Dec. 1 (T): map quiz # 3 (Mexico); The North Pacific Coast

 □ **start studying for Final Exam**

Dec. 3 (Th): The North Pacific Coast

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Dec. 8 (T): wrap-up; philanthropic reception; distribution of philanthropic funds; class evaluations

 □ **reflection on volunteer activity (Service Learning opt.) DUE on Carmen <u>Wed.</u> 11p**
 □ **study for Final Exam**

Dec. 17 (Th): Final Exam, 12:40-2:25 pm

Extra Credit Opportunities

Maximum possible for all Extra Credit options is 75 points.

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Submit an Op-Ed to be Printed in a Daily Newspaper

For up to **20 points**, write an 300-500 word Op-Ed piece for a local newspaper: *The Newark Advocate*, *The Columbus Dispatch*, or another daily newspaper (approved via e-mail by the instructor in advance). As an Op-Ed piece, it should reflect your own personal thoughts on an issue of contemporary relevance (i.e. the role of industry, your service learning activity, North American urban structure, or even just experiences as a student of geography!). As an extra credit activity for this class, it should also draw on or make a connection to knowledge from this class. If appropriate, identify this as a project derived from OSU-Newark's class on the geography of North America. If you decide to pursue this option you should read other Op-Eds to understand the style of writing that this entails. Op-Eds written by the instructor in recent years may be found here: http://www.geography.ohio-state.edu/faculty/madsen/files/NA/ Note that the instructor Op-Eds are all on the theme of Geography Awareness Week. Your article may--but is not required--to touch on that theme.

You can get **10 extra points** for this project if you get feedback from the campus writing center before submitting your draft work to me and provide documentation to that effect.

Deadline for submission via Carmen Dropbox: Nov. 6 (Fri.) at 11 pm

Upon receipt of feedback from the instructor, you must submit to the newspaper for possible publication in order to receive points. An additional **10 points** will be awarded if the article is printed in the paper or posted to newspaper website no later than the last day of classes. Note that it can take several weeks after submission before an Op-Ed gets publlished.

Movie Review

For up to **25 points**, watch a fictional movie and write a 1-2 page review (single-spaced). You may get credit for only one film. Select a movie from among those identified on Carmen or choose another movie with a regional theme within the U.S., Canada, or Mexico and e-mail a link for a feature length film to the instructor for approval. Then watch the movie and write your review about how the movie reflects the regional culture, politics, or landscape of the area in which it is set. The focus should be how the movie (topic, dynamics, setting, scenes) is explained by what you have learned from this class and/or how material from class helped you understand the movie. Alternatively, you may write about how the movie *inaccurately* reflects the regional geography of the location in which it is set. A summary of the movie's plot is *not* sufficient.

Be sure to connect your review to the class textbook and/or lecture and provide citations when referring to class material or outside sources, for example: (class discussion 9/15/15), (Birdsall et al, pp. 226-227). You may also provide a link to sources on the web. A formal bibliography is not needed, but explicit connections must be made to class material and credit must be given to sources of information and ideas that are not your own.

Deadline for approval of non-listed movies via e-mail: Nov. 11th (Wed.) by 11 pm.

Deadline via Carmen Dropbox: Dec. 2nd (Wed.) by 11 pm.

Read an extra chapter in the textbook

For up to **25 points**, read a chapter covering a region of the world that is not assigned in the syllabus. Make a 1-2 page (single-spaced) hierarchical outline with page number references summarizing what you feel are the main points of the chapter. Then write an additional 1-2 page (again, single-spaced) narrative making connections to material covered in class discussions and/or elsewhere in assigned portions of the textbook.

Deadline via Carmen Dropbox: Dec. 2nd (Wed.) by 11 pm.

Get or maintain a current passport card

A passport *card* is a newer, alternative, driver's license-type document valid only for land and sea travel between the U.S., Canada, Mexico, the Caribbean, and Bermuda. For more information on a U.S. passport, go to <http://travel.state.gov/passport/>. You should apply in the first six weeks of the semester in order to receive your documents back by the last week of classes. In order to earn **20 points** for this option, you must bring your passport card to office hours for verification and a discussion.

Deadline to show passport and discuss during office hours: Dec. 14th (Mon.) by 2:00 pm.

Additional Opportunities

If appropriate outside activities come to the instructor's attention during the Semester, they may be announced in-class or on Carmen for additional extra credit options. In most cases such activities will be worth up to **10 points** for attendance and a follow-up report (half a page, single-spaced) detailing what you learned from the event and connecting it to themes covered in this class. You may get credit for up to two events.

Deadline for reports via e-mail: 11 pm the day after the event attended.