

**Course Review Form  
U.S. Citizenship/Diversity/Community**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** GEO 320

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

\_\_\_\_\_

Brief description or example:

\_\_\_\_\_

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

\_\_\_\_\_

Brief description or example:

\_\_\_\_\_

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

\_\_\_\_\_

Brief description or example:

\_\_\_\_\_

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

\_\_\_\_\_

Brief description or example:

\_\_\_\_\_

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Brief description or example:

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Brief description or example:

Reviewer Comments:

The committee as a whole found this course proposal satisfactory along many dimensions. It demonstrates explicitly how issues of diversity and community are illuminated through maps and geographic data. It is well structured and nicely thought out. It will clearly serve both needs of the new general education curriculum and the departmental curriculum. The committee was provided with additional evidence of how active learning is to be engaged in the course and how the research essay assignment will be tied to library literacy. A detailed statement on the research essay assignment was provided and positively reviewed.

## SIGNATURE ROUTING LOG

**General Information:**

Proposal Type: Course  Program  Other  *changed*





Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): GEO 320 Geography of the United States and Canada

Proposal Contact Person Name: Karl Raitz Phone: 7 6948 Email: gegraitz@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Geography Director of Undergraduate Studies	6/8/10	Jonathan Phillips / 7 6950 / jdp@uky.edu	
Geography, Chair (any cross-listing or affected) dpt, chair (any cross-listing or affected) dpt, chair	6/8/10	Sue Roberts / 7 2399 / sueroberts@uky.edu	
A&S Ed. Policy Cmte.	9/21/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	9/21/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council	4/1/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

**1. General Information.**

- a. Submitted by the College of: Arts and Sciences Today's Date: 2 June 2010
- b. Department/Division: Geography
- c. Is there a change in "ownership" of the course? YES  NO   
 If YES, what college/department will offer the course instead? \_\_\_\_\_
- d. What type of change is being proposed?  Major  Minor<sup>1</sup> (place cursor here for minor change [OSC1] definition)
- e. Contact Person Name: Karl Raitz Email: gegraitz@email.uky.edu Phone: 7-6948
- f. Requested Effective Date:  Semester Following Approval OR  Specific Term<sup>2</sup>: \_\_\_\_\_

**2. Designation and Description of Proposed Course.**

- a. Current Prefix and Number: GEO 320 Proposed Prefix & Number: \_\_\_\_\_
- b. Full Title: Geography of the United States and Canada Proposed Title: \_\_\_\_\_
- c. Current Transcript Title (if full title is more than 40 characters): \_\_\_\_\_  
 Proposed Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. Current Cross-listing:  N/A OR Currently<sup>3</sup> Cross-listed with (Prefix & Number): \_\_\_\_\_  
 Proposed –  ADD<sup>3</sup> Cross-listing (Prefix & Number): \_\_\_\_\_  
 Proposed –  REMOVE<sup>3,4</sup> Cross-listing (Prefix & Number): same
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.
- |           |                  |                               |                                     |                  |                    |
|-----------|------------------|-------------------------------|-------------------------------------|------------------|--------------------|
| Current:  | <u>2</u> Lecture | _____ Laboratory <sup>5</sup> | <u>1</u> Recitation                 | _____ Discussion | _____ Indep. Study |
|           | _____ Clinical   | _____ Colloquium              | _____ Practicum                     | _____ Research   | _____ Residency    |
|           | _____ Seminar    | _____ Studio                  | _____ Other – Please explain: _____ |                  |                    |
|           |                  |                               |                                     |                  |                    |
| Proposed: | <u>2</u> Lecture | _____ Laboratory              | <u>1</u> Recitation                 | _____ Discussion | _____ Indep. Study |
|           | _____ Clinical   | _____ Colloquium              | _____ Practicum                     | _____ Research   | _____ Residency    |
|           | _____ Seminar    | _____ Studio                  | _____ Other – Please explain: _____ |                  |                    |
- f. Current Grading System:  Letter (A, B, C, etc.)  Pass/Fail  
 Proposed Grading System:  Letter (A, B, C, etc.)  Pass/Fail
- g. Current number of credit hours: 3 Proposed number of credit hours: same

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

**h. Currently, is this course repeatable for additional credit?** YES  NO

*Proposed to be repeatable for additional credit?* YES  NO

If YES: Maximum number of credit hours: \_\_\_\_\_

If YES: Will this course allow multiple registrations during the same semester? YES  NO

**i. Current Course Description for Bulletin:** A systematic review of the physical context, economic, historic, and cultural diversity that distinguish U.S. and Canadian regions. Topical emphasis on the geographic aspects of regional problems.

*Proposed Course Description for Bulletin:* A systematic review of the physical context, economic, historic, and cultural diversity that distinguish U.S. and Canadian regions. Topical emphasis on the geographic aspects of regional problems. Fulfills General Education requirements for US Citizenship.

**j. Current Prerequisites, if any:** GEO 130, 152, or 172

*Proposed Prerequisites, if any:* \_\_\_\_\_

**k. Current Distance Learning(DL) Status:**  N/A  Already approved for DL\*  Please Add<sup>6</sup>  Please Drop

\*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.

**l. Current Supplementary Teaching Component, if any:**  Community-Based Experience  Service Learning  Both

*Proposed Supplementary Teaching Component:*  Community-Based Experience  Service Learning  Both

**3. Currently, is this course taught off campus?** YES  NO

*Proposed to be taught off campus?* YES  NO

**4. Are significant changes in content/teaching objectives of the course being proposed?** YES  NO

If YES, explain and offer brief rationale:

Number of students projects/papers increased from 1 to 2 in compliance with new General Education guidelines, and syllabus will explain that the course qualifies as General Education credit if so approved. Additionally, the course description for the bulletin has been modified to include information that General Education requirements are fulfilled.

**5. Course Relationship to Program(s).**

**a. Are there other depts and/or pgms that could be affected by the proposed change?** YES  NO

If YES, identify the depts. and/or pgms: \_\_\_\_\_

**b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program?** YES  NO

If YES<sup>7</sup>, list the program(s) here: \_\_\_\_\_

**6. Information to be Placed on Syllabus.**

**a.**  Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

**GEOGRAPHY 320.xxx**  
***UNITED STATES AND CANADA***  
**Spring Semester, 2010**

Time: Tuesday and Thursday, 11:00--12:15 PM, CB 214

Instructor: Karl Raitz

Office: 1455 Patterson Office Tower

Office Hours: 8:00-9:00 AM Tuesday and Thursday, and by appointment.

EMAIL: [gegraitz@email.uky.edu](mailto:gegraitz@email.uky.edu) Phone: 257-6948

Required Text and Map:

John C. Hudson, *Across This Land: A Regional Geography of the United States and Canada* (Baltimore: Johns Hopkins Press, 2002)

Erwin Raisz, *Landforms of the United States* (map)

***Bulletin Course Description***

A systematic review of the physical context, economic, historic, and cultural diversity that distinguish U.S. and Canadian regions. Topical emphasis on the geographic aspects of regional problems. Fulfills General Education requirements for US Citizenship.

***Course Goals and Objectives***

Scholars have argued that the United States and Canada (North America) constitute 1. One of the world's most diverse physical environments (desert to rain forest, subtropics to tundra); 2. The most ethnically diverse pair of nations in the world (beginning with a large Native American presence, adding to that Spanish, French, and English colonial expansion, followed by enslaved Africans, and immigrants from more than 100 nations); and 3. For more than a century, the world's leaders in technological advancement and economic growth. These assertions beg a fundamental question: Are these three characteristics related in any way?

The primary goal of this course is to become familiar with the basic geographic structure of the North American physical and cultural landscapes. Supplementary objectives include the following: To appreciate each nation's complex cultural heritage and its current cultural attributes be it exemplified in race and ethnicity, religion, or tastes and preferences; to come to understand how, why, and where the U.S. and Canadian economies function as they do; to be able to link basic physical environmental processes and conditions to human responses and adaptations and how these differ from one section of each nation to another, and from one ethnic group to another; to acknowledge how, over some 400 years of settlement, land development and exploitation, and technological advancement, North American societies and institutions have evolved.

Achieving these objectives will require that you become familiar with geographic forms of communication as follows: First, you need to gain experience in reading and understanding the main form of communication used in geography, the **map**. Through the use of symbols, maps portray information about places small and large. Maps illustrate where places are or **site** information. In order to make sense of how places differ or how we have arranged and organized them we first need to know **where** they are. **Site** information is about particular places and maps of many different types can be used to inform ourselves about population size and make up, climate, soils, occupations, religions, nationalities, and other important aspects of place. Sites do not exist in isolation but relate to other

places, some nearby, others distant. Places then have a location relative to other places and we call this **situation**.

For example, the situation of Lexington, Kentucky, will include knowledge of surrounding cities and distances (Where are Louisville and Cincinnati, relative to Lexington?); important regional physical attributes (Beneath the city is an Ordovician-age limestone arch or dome that is incised by several streams including the Kentucky River, and, with some notable exceptions, the bedrock breaks down to form exceptionally fertile soils!); transport route ways (The Kentucky River flows northwest into the Ohio which is navigable for over 950 miles from Cairo to Pittsburgh, and the city sits at the intersection of I-75, which runs from Sault St. Marie to Marco Island, Fla., and I-64 which runs from St. Louis to Norfolk.).

Second, as you become familiar with where places are and their distinguishing qualities, you will become aware that there are human activity patterns, both past and present, that help us understand why places are located where they are, why certain types of economic activity can be found in some places but not others, why immigrants from Europe, Latin America, and Asia moved to some places and not others; why some areas have stable economies, others are in regional recession, and still others are booming. Why do some places have severe environmental problems or hazards (soil erosion, ground water withdrawal and a falling water table, air pollution, earthquakes, hurricanes, and the like.), and others do not?

Our North American population is very mobile. People move in search of employment, retirement residence, education, or simply a pleasant place to live. Where do they choose to move and what is the impact on the sending and receiving places? How does one explain why Las Vegas, Nevada, was the most rapidly growing city in America with over 14,000 new housing starts each year from roughly 2000 through 2008? And if the name Las Vegas in Spanish means "The Meadows," why is Las Vegas a desert city today?

To compound the complexity of questions such as these we need to remember that the American and Canadian populations are ethnically heterogeneous. We have numerous ethnic groups that continue to maintain their cultural identity. We need to understand where this happens and how this gives a distinct character to places, so that we may better understand regional character and conditions. In short, we want to know how the nations of the United States and Canada have come by their current geographies. We want to understand the consequences of physical conditions and past and present locational decisions that affect how people make a living.

### **Learning Outcomes**

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of societal, cultural, and institutional change over time and regional, national, or cross-national comparisons
- E. Participate in two assessable individual or group projects that focus on personal and/or collective decision-making. Students will demonstrate a basic understanding of effective and responsible participation in a diverse society.



## READING ASSIGNMENTS

Topic	Text Reading
<i>Introduction—America's Environmental Context</i>	Preface, pp. xiii-xxi (Note: the maps here are very important)
<i>The Nature of Cities</i>	Chap. 5, pp. 62-66
<i>New York City: The "tired and poor" create America's primate metropolis</i>	Chap. 5
<i>Upper New York State, the Erie Canal &amp; the St. Lawrence Seaway</i>	Chap. 5, pp. 63-72
<i>Ontario and Quebec: English vs. French</i>	Chap. 5, pp. 73-79; Chap. 2, pp. 15-30
<i>Maritime Provinces: Loyalists Looking Seaward</i>	Chap. 3, pp. 31-41
<i>Industrial New England And Cultural Hearth</i>	Chap. 4, pp. 45-61
<i>Middle Atlantic: Philadelphia and the Pennsylvania Deutsch Culture Hearth</i>	Chap. 6, pp. 81-96
<i>Northern Appalachia: Manufacturing Belt or Rust Belt?</i>	Chap. 6, pp. 81-96
<i>Southern Appalachian Highlands: Coal and Exploitation</i>	Chap. 7, pp. 101-116; Chap. 9, pp. 118-128
<i>Atlantic Coastal Plain and Piedmont: Cradle of Southern slavery, font of Southern Industry</i>	Chap. 10, pp. 141-158
<i>The Changing "Cotton Belt": From Ante-bellum Plantations to Post-bellum Sharecropping to BMW</i>	Chap. 10; Chap. 12, pp. 173-193
<i>The Gulf Coast: The South's Growth Region</i>	Chap. 11, pp. 160-171; Chap 10.
<i>The Midwestern Corn Belt:</i>	Chap. 13, pp. 197-215; Chap 8, pp. 118-128

*European Immigrants and America's Heartland*

<i>Midwestern Cities</i>	Chap. 14, pp. 216-233
<i>Great Plains: Westward Expansion Encounters a Marginal Environment</i>	Chap. 15, pp. 237-257; Chap. 16, pp. 256-276; Chap. 18, pp. 296-309
<i>Mountain States: Exploitation of Resources; Recreational Wonderland</i>	Chap. 17, pp. 281-295
<i>Three Cultures of the Southwest: Indian, Spanish, and Anglo</i>	Chap. 21, pp. 344-360
<i>Intermontane Basins and Plateaus: Liquid Gold (Water) and a "Theocratic State" in the Western Desert</i>	Chap. 19, pp. 313-330; Chap. 20, pp. 331-342
<i>California: Golden State or Hazard Zone?</i>	Chap. 26, pp. 430-447
<i>The Pacific Northwest: Ecotopia?</i>	Chap. 25, pp. 409-428

Note I: We will not be covering Alaska, Hawaii, or the Canadian North in class but I would encourage you to read about these areas on your own.

Note II: After the first couple of weeks of class, and you become adapted to the course form and content, we will present most of the course lecture material in the form of visual images—notes, maps, landscape illustrations of key ideas and points. I will provide outlines for these course notes on call at W. T. Young Library that you may wish to copy for your notebooks.

***Additional Sources:***

The WWW is now awash in nifty sites that provide useful information on places, cities, regions, institutions, organizations, etc. The obvious caveat is that one needs to be very careful because anyone can place just about anything on the Web without referees or background checks. Nevertheless, some of the material is spectacular. See for example:

**National-Scale Materials**

<http://www.mitacstrends.com/employment.html>

**Historical Materials (including large photographic collections):**

<http://memory.loc.gov/ammem/ammemhome.html> (Library of Congress)

<http://fermi.jhuapl.edu/states/states.html> (State topographic maps)

<http://uselectionatlas.org/pesearch.html> (Historic election data)

<http://www.govspot.com/> (Government news)

<http://www.bmlive.com/kontempa/> (Satellite images of earth)

<http://nihongo.wunderground.com/satellite/vis/1k/US.html> (Weather satellite images)  
<http://130.166.124.2/Library.html> (A library of US maps of population and related data)

***Examples of Place Related Materials:***

New York City

<http://www.skyscraper.org/timeformations/intro.html>

<http://130.166.124.2/NYpage1.html>

Cincinnati

<http://www.insiders.com/cincinnati/>

**Research Essays:** In addition to your reading assignments, each person is required to complete two (2) short individually researched and written essays of no more than five to seven (5-7) pages each. An extended set of instructions as to “how to do it,” will be forthcoming on a special assignment sheet. Each essay will count about 10 percent of your course grade.

The first research essay is **due** during the 7<sup>th</sup> week of the semester (due date xxx) The second research essay is due during the 14<sup>th</sup> week of the semester or (due date xxx) . Essays that are late lose one letter grade per day until turned in (that is, a “C” paper that is one day late becomes a “D” paper). Both essays can be turned in early if you wish to do so.

***Exam Schedule:***

First Exam, February 17; Second Exam, March 25; Final Exam, May 4, 10:30 AM—12:30 PM (in regular classroom)

Tests will be objective, MC or short answer questions are typical.

The First and Second Exams are worth about 20 percent (more or less), the Final Exam is about 40 percent, and the two Research Essays comprise about 20 percent of your total grade.

Note that students will be provided with a **midterm evaluation** based on course performance up until the midterm point following syllabus criteria.

***Exams:*** Students who are serious about learning and successfully completing the exams should:

- 1) Attend class. You will find each class period is packed with information, including slides of maps and landscapes from which you will be expected to take notes. You will receive a number of handouts in class, many of them special maps drafted exclusively for this class.
- 2) As you take notes in class, your Raisz map should be open at your elbow for frequent reference. You will find that xeroxing small sections of this map for inclusion in your note book at appropriate places will be a real help in organizing and understanding your notes. This map is likely the single most valuable resource for this class. Post the original on a prominent wall in your room for frequent study (and to stump your friends who visit).
- 3) Read your text paying particular attention to the text maps. Remember, this is geography. If this is your first geography course (although the course prerequisite suggests that it is not) you should know

that the most basic kind of knowledge you need to acquire is **where** things are. You cannot begin to comprehend **why** things are where they are, and **how** things in one place relate to things in other places unless you know **where** they are. This means **you always begin with a map**. Always read your text (or for that matter the newspaper, news magazines, or watch the evening news on TV) with your Raisz map open beside you. If you have managed to escape high school without knowing the locations of the states, capitals, cities of 100,000 or more in size, major rivers, lakes, and mountain ranges, you are likely a member of a very large American majority who know almost nothing about their home country (to say nothing about their home state). But, this also means that you need to start learning this material now! No doubt the best way to begin is to read the best motivational literature you can get your hands on. This is the best I have found: Barry Lopez. 1990. "Losing Our Sense of Place," *Teacher Magazine*, February, pp. 38-44.

Each exam will contain a map(s) with places to be identified. You cannot learn where everything is the night before an exam, so start thinking in terms of maps now. Because most American primary and secondary school systems do not teach Geography any longer (unlike the Canadian systems which require Geography in all K-12 grades) most of us enter university-level geography courses woefully unprepared. How would one function in an English literature class if you did not know the alphabet, possess a reasonable vocabulary, or understand the rules of grammar and syntax? Yet we expect to do well in geography courses without knowing where anything is!!! Why is that? Of course we do have some vague notions of where things are or we could not function in day-to-day life. We call this unsystematic geographic knowledge a "**Mental Map**," and we all have them. Some are much more detailed than others, and all are distorted in one way or another. Some distortion stems from lack of information, other distortions result from inaccurate or outdated information. Obviously to begin to build quality mental maps of North America we need to accomplish memorization tasks that we should have done in grade school. We need to know our "geographical alphabet," so to speak. And the best way to do this is to learn how to read maps. Map reading is a form of communication with which most people have little experience and it is an acquired skill. If you have problems reading the maps in the text or the maps you will be using in your essay come and see me. No doubt the best buy in the book store is the Erwin Raisz *Landforms Map of the United States*. Among other practical advantages map reading will give you is the ability to dazzle your friends with your understanding of the daily news, including the *Weather Channel*, and have a better understanding of local and regional political issues and debates whether they involve environmental quality issues, jobs lost to migrating industry, conflicts between language and culture groups, or a hundred other issues.

### **Course Policies (Standard required syllabus material)**

If you have a documented *disability* that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257 2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

*Attendance* simply **MUST** be a priority if you wish to do well in this class. Students are expected to attend ALL classes and to take notes.

Please turn all your technology off when you enter the classroom space, including your computer. Disruptions will not be tolerated in the classroom.

The Academic Ombud states that students are entitled to an excused absence for the purpose of observing their major *religious holidays* if the instructor is notified by the university deadline for this semester. The only other excused absences are a documented serious illness, the documented illness or death of family member, and official documented University-related trips.

All work must be submitted on or before the deadline (day and time) specified for each. *Late work* will not be graded. In the case of an excused absence, make-up opportunities will be granted, provided adequate notice is provided and proper documentation is submitted.

The Academic Ombud is responsible for dealing with cases of *plagiarism* and *cheating*. Make sure you know how these offenses are defined and what the minimum punishment for either is. You will find this information in your copy of Students Rights and Responsibilities. Be warned that I take such offenses very seriously and have taken students who have plagiarized or cheated through the official prosecution procedures in the past.

If you are having problems with the course material or with an assignment, or you just seem to be getting behind with your work, PLEASE come and see me sooner rather than later. Don't wait until things get out of hand. If you cannot come to see me during my scheduled office hours, speak to me or our TA before or after class and we can arrange an appointment. Of course, if you are not having a particular problem but just want to chat about the course or any issues it raises for you, you are also welcome to come and see me during office hours. You can also reach me by phone at the office or by e-mail. I check my answering machine and e-mail fairly regularly.

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
E	below 60

**General Education Course Submission Form****Date of Submission:**1 June 2010**1. Check which area(s) this course applies to.**

Inquiry – Arts &amp; Creativity

Composition &amp; Communications - II

Inquiry – Humanities

Quant Reasoning – Math

Inquiry – Nat/Math/Phys Sci

Quant Reasoning – Stat

Inquiry – Social Sciences

Citizenship – USA

Composition &amp; Communications - I

Citizenship - Global

**2. Provide Course and Department Information.**Department: GeographyCourse Prefix and Number: GEO 320Credit hours: 3Course Title: Geography of US and CanadaExpected Number of Students per Section: 75+ Course Required for Majors in your Program? NoPrerequisite(s) for Course? None

This request is for (check one): A New Course

An Existing Course

**Departmental Contact Information**Name: Karl RaitzEmail: gegraitz@uky.eduOffice Address: 1457 POTPhone: 7-6948**3. In addition to this form, the following must be submitted for consideration:**

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

**4. Signatures**

Department Chair:



Date:

6/1/2010

Dean:

Anna R. K. Bosch

Date:

9/21/10

College Deans: Submit all approved proposals electronically to:

**Sharon Gill** [Sharon.Gill@uky.edu](mailto:Sharon.Gill@uky.edu)

Office of Undergraduate Education

General Education Course Application  
Narrative  
Geography 320: The United States and Canada  
Instructor: Karl Raitz  
1457 Patterson Office Tower  
257-6948  
gegraitZ@email.uky.edu

Geography 320: The United States and Canada is being nominated for General Education credit under the Gen Ed rubric of *Community, Culture and Citizenship in a Diverse U.S. Society*. Geo 320 is organized as a blended regional-topical course (see attached syllabus). That is, each unit will introduce a general topic such as urban or economic geography, physical geography, rural or agricultural geography, etc., that is then expanded and elaborated through illustrations from specific regions and places. Regional topics are organized to transition roughly from the East Coast, through the South and Middle West, to the Great Plains, the Mountain West, and finally the West Coast—an order that approximates historic Anglo settlement which expanded west from the initial East Coast colonies. French colonial settlement in the St. Lawrence Valley and the Spanish colonial presence in the Southwest are presented and discussed within their appropriate regional contexts. Proximate Canadian regions are treated in conjunction with their U.S. counterparts—the Canadian Maritimes precede the discussion of New England, for example, and linkages between the regions such as historical economies and settlement processes are presented and discussed.

The course is designed so that students completing this requirement will achieve the following learning outcomes as outlined in the Gen Ed template:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and socioeconomic class perspectives.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of societal, cultural, and institutional change over time and regional, national, and cross-national comparisons

The course will address the General Education and Course Template Learning Outcomes as follows. In each section or unit, emphasis is placed upon the historical and contemporary dynamics of social relations between ethnic or racial groups, tensions between business and labor, and human exploitation of the physical environment. A section on Upper New York State and the construction of the Erie Canal in the 1820s, for example, will examine the relationships between state and national governments, the newly emerging disciplines of civil engineering, the birth of the canal-oriented communities, and the labor force that was assembled to do the actual construction, largely immigrant Irish although local farmers and others worked on some sections. While the completed canal (1825) was a primary factor in the growth of New York City into the nation's largest metropolis, the laborers that built the canal did so under extremely difficult circumstances, be they living accommodations, daily rations, extreme danger from rock blasting, etc., at the various lock construction sites, and harassment by established residents. Thus the facile statement that after 1825 New York City grew at a much more rapid rate than such competing

cities as Boston, Philadelphia, and Baltimore to become the nation's largest city, is tempered by the enabling process of canal construction that placed New York at the mouth of the Hudson-Mohawk –Erie Canal-Great Lakes corridor that, in turn, linked the city to the financial bonanza country of the emerging Middle West. The course syllabus and project instructions illustrate a number of additional examples of how ethnicity, race, gender, professional status, etc., form the basis for complex cultural contexts that characterize American communities. These will be highlighted and discussed. The course will include active learning opportunities for students through lecture-guided discussion format that will also contribute to student information literacy.

Two assessable individual course projects will be used for Gen Ed course assessment and these are expansively outlined in the attached Research Essay Assignment. Students will identify and evaluate a case study that will demonstrate conflicts, compromises, and/or ethical dilemmas. To provide guidance and assistance to assure close lineage to class topics, each student will choose from among seven general topics for each of the two assigned research papers. Whichever subject area they choose they will focus upon some aspect of place or regional context and human-place relationships such as: 1. Physical environment as context for human action, including human impacts; 2. The social dynamics between developers (be they engineers, land developers and investors, merchants and bankers, plantation owners, corporate leaders, and engineers, and the like) and the labor force that did the physical work that created the project, opened and developed land that produced profitable crops, etc.; 3. The intended or unintended social and *economic* consequences of the project (exploitation of one group by another as manifest by enslavement and its living conditions, indentured labor, conflicts between labor and management, environmental impacts, etc.). Topics outlined for the first half of the course are drawn from the eastern United States and Canada, topics for the second half are drawn from the west.



**GEOGRAPHY 320**  
***UNITED STATES AND CANADA***  
**Karl Raitz**  
**Spring Semester, 2011**

***Research Essay Assignment One: Instructions and Examples***

**Due Date: The 7<sup>th</sup> Week of the Semester**

Your first Geo 320 Research Essay Assignment will focus upon **one** of the following seven places or regions:

1. The development of a large immigrant tenement district on Manhattan's Lower East Side in the 19<sup>th</sup> century;
2. The development of the Garment District on Manhattan's Midtown West Side;
3. Upper New York state and the construction of the Erie Canal in the early 19<sup>th</sup> century (a construction project so challenging that it has been regarded as the most significant engineering accomplishment in the United States until the construction of the Interstate Highway System beginning in the 1960s);
4. The nineteenth-century development of the New England textile milling industry;
5. The bituminous coal mining region of Central and Southern Appalachia, especially West Virginia, western Virginia, and Eastern Kentucky;
6. The 17<sup>th</sup> through 19<sup>th</sup> century development of a slave-based coastal sea island rice plantation economy in South Carolina with special attention to linkages to Caribbean hearth or precursor areas such as Barbados;
7. The 20<sup>th</sup> century development of subtropical agriculture/horticulture in central and southern Florida.

Whichever subject area that you choose you should focus upon some aspect of the following contexts and relationships: 1. Physical environment as context for human action, including human impacts; 2. The social dynamics between the developers (be they engineers, land developers and investors, merchants and bankers, plantation owners, corporate leaders, and the like), and the labor force that did the physical work that created the project, opened and developed land that produced profitable crops, etc.; and 3. The intended or unintended social and economic consequences of the project (exploitation of one group by another as manifest by enslavement and its living conditions, indentured labor, conflicts between labor and management, environmental impacts, etc.).

Your essay should be formatted to include 3 primary sections as illustrated below. Remember that your essay should be 5 to 7 text pages in length (at an average of 250 words per page). Title page cover sheets, maps, and bibliographies do not count as part of the word and page allotment. Obviously you will have to be concise in your writing given the page limitations for this assignment.

For example, is your region's delimitation based upon geologic bedrock and surficial topography (as is Kentucky's Bluegrass region)? On historic industrial production patterns (such as the Merrimack River Valley of Massachusetts and New Hampshire)? On

contemporary agricultural production patterns (such as the Corn Belt)? On resident's cultural attributes such as language and religion (such as the Hispanic homeland of the northern Rio Grande Valley in New Mexico)? Etc.? The first part of your essay, as in the example below, will discuss the region's geographic character as represented on a small scale map. A copy of a portion of your Raisz map would suffice although you may wish to utilize other locator maps (or draft your own if you have had Geo 305, Introduction to Cartography).

## Part I: The Region's Location and Physical Character:

A. Begin with an explanatory paragraph describing the region's physical geographic context such as geologic and topographic character including basic geomorphology (the form of the earth's surface) as it relates to human land use (if important—remember this is not a geology class so we do not want a detailed analysis of bedrock to the exclusion of the human dimension). Remember, historic events were subject to environmental context to a greater extent than current events because technologies and engineering expertise for dealing with transportation, agricultural production, craft work, and so on, were not yet developed. Possible additional topics that might be included here if relevant are natural vegetation cover and climatic regime. For example, is the study area an island or islands? Are there large rivers nearby? What context does environmental conditions provide for human exploitation of the land and the development of economic and social relationships?

## Part II: Historical Development and Social Dynamics

A. This section should contain several hundred words on the general human character of your study region. You should discern and describe the convergence of any or all of the following: historical sequence of human settlement and land occupation from Indian to historic Hispanic, Anglo, etc.; early economy (how did or how do people make a living), the manner in which human occupation of the land linked to regional resource exploitation; change in the economy through time; settlement forms such as farms, small towns, cities, ports, etc.; transportation networks, both historic and contemporary. How is this place linked to other places? How are resources processed in or removed from the region? Was this place served by road, river, canal, or rail historically as well as at present? You get the idea.

Much of the information that you provide in this section can come from various standard sources as well as case studies that you can find in the geographic literature. See disciplinary journals such as *Annals of the Association of American Geographers*, *Geographical Review*, *Economic Geography*, *Urban Geography*, *Professional Geographer*, *Canadian Geographer*, *Journal of Geography*, *Journal of Historical Geography*, *Historical Geography*, etc., for articles. Useful journals in Anthropology, History, Political Science, and Sociology may also feature articles with pertinent regional focus. Many of these journals can be accessed on line at JSTOR. Especially useful are the issues that span the period from the 1920s to the 1970s. One way to begin this project is to start by reviewing the articles in these journals and then use one or more of those essays as a starting point. Cite all of your references at the end of your essay in a standard form such as that used by *The Chicago Manual of Style*. Note: The WWW counts millions of web sites that might provide information on your region, but you need to exercise extreme care to 1. Avoid erroneous information; and 2. Avoid plagiarism of existing

information without proper citation credit. You may use any WWW materials you can find to support your essay, BUT, you MUST also find, use, and cite a minimum of five (5) traditional scholarly print sources; ie., scholarly journals, books, technical reports, etc. General WWW sites such as Wikipedia might be useful as a starting point, but a better strategy would be to utilize the bibliography in your text and use those sources to build a “bibliographic tree” of scholarly writings as a basis for your research.

## Part III: Intended or Unintended Social and Economic Consequences

A. This section should discuss and critically evaluate the social and economic consequences of your project including the possible exploitation of one group by another as manifest by enslavement, indentured labor, conflicts between labor and management, treatment of renters by landlords, issues of personal and public health and safety. Each of the topical choices listed above include examples of social exploitation that ultimately resulted in political action at the local, state, or national level.

For example, who were the laborers who dug the Erie Canal, and how were they paid, housed, and fed? What role did Tammany Hall politicians in New York City play in recruiting laborers from Ireland who were subsequently indentured to construction contractors? What were the hazards associated with construction, and how were these hazards dealt with by the contractors and engineers who planned and oversaw construction? Who were the primary benefactors of canal construction and how did they relate to those who provided the manual labor of construction?

Or, how and why did the nation’s largest garment manufacturing district develop in the heart of Manhattan Island? Who comprised the labor force? What were working conditions like? How did the Triangle Shirtwaist Fire of 1911 relate to garment manufacturing and what was the political upshot of that event?

Or, who were the original land owners in the Central Appalachian coal fields and how did certain local individuals (John C. C. Mayo in Eastern Kentucky, for example), and outside corporations such as U.S. Steel and International Harvester come to disenfranchise local landowners and control a very large proportion of the region’s mineral rights? Who were the people who were hired to mine coal? How were they paid, and what were their “benefit packages”? How safe was or is underground coal mining? (Note that during the first third of the 20<sup>th</sup> century an average of 1,000 coal miners died in mining accidents in America each year. In 1907, 3,242 coal miners died, 358 in one mine explosion in Monongah, West Virginia. Put another way, three coal miners on average died each day so that coal could be extracted for shipment north to iron and steel production plants at places such as Pittsburgh, Johnstown, Bethlehem, Sparrows Point, Cleveland, and East Chicago.). How did conflicts between miners and mine operators manifest in strikes, the formation of the United Mine Workers, and the demise of the coal company store and town?

Or, how and why did central and southern Florida become the primary production area for citrus fruits and cane sugar (and numerous other horticultural products such as strawberries, sweet corn, melons, etc). What are the physical conditions that invite planting citrus and sugar cane in Florida (note that these crops are not grown in the same place)? What might Marjory Stoneman Douglas’ book *The Everglades: River of Grass* tell us about this area? Who were the land “developers”? Who are or were the laborers who tended and

harvested these crops. Where did they live, under what kind of conditions? How did the development of subtropical agriculture in Florida relate to immigration from Latin America and the Caribbean and to what consequence?

B. End Notes and Bibliography. Use any standard method of entering end notes and bibliographic entries for the sources you have used as reference or are citing in your tables or text. *The Chicago Manual of Style* is a basic resource for essay construction and you would profit by owning your own copy. Of course there are also standard formats for citing Internet sources.

## Reference Bibliography

Listed here is a brief bibliography with references that relate to each of the seven regional topics listed above that you might pursue as a starting point for your research. Your course text also includes a bibliography at the end of each chapter.

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## **GEOGRAPHY 320** ***UNITED STATES AND CANADA***

### ***Research Essay Assignment Two: Instructions and Examples***

**Due Date: The 14<sup>th</sup> Week of the Semester.**

Your second Geo 320 Research Essay Assignment is a direct parallel with the first essay. Note that as the class and text materials progress from the east to the west, so will your essay topic choices shift westward. Your second essay will focus upon **one** of the following seven places or regions:

1. The construction and operation of the Chicago Union Stock Yards and related slaughterhouse industry in the 19<sup>th</sup> and 20<sup>th</sup> centuries and the concomitant development of the Chicago Sanitary Canal (nee Chicago River). Of special interest here are the European immigrants who were employed by the Stock Yards (primarily Polish), and the immigrants who dug the Sanitary Canal (primarily Irish).
  
2. Homesteading the prairie lands of the Middle West. This is a general heading that embraces dozens of potential topics. Much of the Middle West (Ohio west to Nebraska, Missouri north to Minnesota and Michigan) was settled under the Federal Homestead Act that President Lincoln signed into law in 1862. Thousands of European immigrants took up land under the Act and created ethnic enclaves, many of which still thrive (New Prague, MN, New Ulm, MN, Beatrice, NB, New Glarus, WI, Westby, WI, and hundreds of other examples).

3. The tar sands of Alberta. Although the tar sands constitute one of the world's largest deposits of hydrocarbons (which can be refined into petroleum), the environmental conditions for extraction are very difficult and very expensive with substantial environmental impact.

4. Large scale mineral mining in the Rocky Mountain states. Gold, silver, copper, and other minerals have been mined commercially in the west since the early 19<sup>th</sup> century. The Federal General Mining Act of 1872 allowed individuals or corporations to claim mineral deposits on Federal Land for very low cost (a policy that is still in effect). Miners located major deposits of silver (Tombstone, AZ, Virginia City, UT), gold (Lead, SD), and copper (Butte, MT, Santa Rita, NM, Bingham Canyon, UT). Most large-scale mining operations were undertaken by large corporations. Mining conditions were often unsafe and dangerous. When the minerals were exhausted, the company often abandoned the mine and moved elsewhere. The result has often been massive contamination of the surrounding environment such as at Durango, Colorado, and uranium mining sites in western New Mexico.

5. Settlement of the semi-arid central and southern Great Plains (Nebraska, Kansas, Oklahoma, Texas) the Dust Bowl of the 1930s, and contemporary exploitation of the Ogallala Aquifer. Settlers from the humid east struggled to adapt to environmental conditions in the semiarid southern plains as became evident during the prolonged drought of the 1930s. Many farmers lost everything and migrated to California's Central Valley where they sought work as farm laborers. Since the 1950s, farmers have used technological advances in deep drilling and pumping to tap water in the Ogallala Aquifer which allows them to grow crops such as corn that are usually grown in the humid east (Corn Belt). Now draw down of the aquifer is causing significant water shortages in some areas and economic stress for many farmers.

6. The Rio Arriba country of Northern New Mexico (Albuquerque north to the Colorado border) where ancient Indian, Hispanic, and Anglo cultures meet. This unique area in the United States is home to some of the nation's most culturally dynamic Indian tribes as well as Hispanics whose ancestors arrived via the El Camino Real in the late 1500s. The Spanish capital here was established north of present day Espanola in 1598, nine years before English settlers founded Jamestown, Virginia. Frontier folk such as Kentucky's Kit Carson began to settle amongst the Indians and Spanish with the opening of the Santa Fe Trail from Missouri in 1821. How do traditional Indian groups adapt to a strongly Anglo-influenced economy and society and yet maintain their identity? Historically there were conflicts between Indian groups (Navajo and Pueblo peoples, for example), between Indian and Spanish, and between Indians, Spanish, and Anglos. Do ethnic tensions still exist in the region? You may extend this topic to include related Indian groups in Arizona such as the Hopi if you wish.

7. Water conflicts in the Colorado River drainage basin and surrounding territory. Much of the American west has a desert or semiarid climate and is chronically water short. Agriculture and urban development is contingent upon the availability of large quantities of water. The Colorado River, the river that carved the Grand Canyon, is so intensively used, that it no longer reaches the sea. Select one water management project from the following list and trace its development and impacts: The Central Arizona Project; Hoover Dam; Glen Canyon Dam; Hetch Hetchy Dam; O'Shaughnessy Dam; Owens Valley-Los Angeles

Aqueduct Project; Feather River Project; the Imperial Valley and the All American Canal, Coolidge Dam-Gila River.

As with the first essay, whichever subject area that you choose you should focus upon contexts and relationships: 1. Physical environment as context for human action; 2. The social dynamics between the developers (be they engineers, land developers and investors, merchants and bankers, plantation owners, corporate leaders, and the like), and the labor force that did physical work that created the project, opened and developed land that produced profitable crops, etc.); and 3. The intended or unintended social and economic consequences of the project (exploitation of one group by another as manifest by enslavement and its conditions, indentured labor, conflicts between labor and management, conflicts between urban developers and rural farmers, etc). Be especially alert for situations that led to legislation at state or federal levels and to legal engagements between groups.

### Reference Bibliography

Listed here is a brief bibliography with references that relate to each of the seven regional topics listed above that you might pursue as a starting point for your research. Your course text also includes a bibliography at the end of each chapter.

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