

# GEOG 221A: GEOGRAPHY OF EASTERN NORTH AMERICA

SPRING 2007

**INSTRUCTOR:** Dr. Dawn S. Bowen  
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**OFFICE:** Monroe 303B  
**HOURS:** MWF 10:00 – 11:30 a.m. (and every day  
TR 3:00 – 5:00 p.m. by appointment)

**Course Description:** This course is a survey of geographic patterns in the eastern United States and Canada that introduces students to the similarities and differences that exist from place to place. Emphasis is given to environmental conditions, cultural patterns, regional economies, the interplay between these phenomena, and how they have evolved through time. The course is designed to help you appreciate the nature of regions and of the relationships between people and their environment, and understand the forces that have contributed to the existence of distinctive patterns on the land.

**The Classroom Experience:** Class periods will consist of map work, a lecture, and a slide presentation focusing on a particular area or geographic theme. At the start of each class, copy the locations and patterns from the overhead to your own outline map. (I highly recommend that you use colored pencils when you create your maps.) I will then lecture on the day's topic. The final portion of each class will be a presentation of slides that illustrate the places and themes introduced in the lecture. By the time you leave class, you should know where certain places are located and what they are "like," in a physical, cultural, and/or economic sense.

**Text:** Tom L. McKnight, *Regional Geography of the United States and Canada*, 4<sup>th</sup> ed. (2004). This book would never make the *New York Times* Best Seller list, but it is full of relevant information and should be viewed as a valuable supplement to the lectures. Be sure to integrate its information with the lectures to gain a fuller understanding of the character of places. You will also find additional thematic maps and other course material on **Blackboard**.

**Exams:** Exams are scheduled for **February 16** and **March 28**, and during the final exam period. Exams include multiple choice and matching questions, as well as map locations. The goal of each exam is to determine if you know where certain places are located, the physical, economic, and cultural characteristics of these places, why these particular characteristics exist, and how they have evolved. The exams account for 75% of your final grade.

**Environmental Issue Report:** You are to investigate an environmental issue in eastern North America and prepare a report on your findings. A detailed assignment is attached. The paper is worth 25%.

**Honor Code:** I expect you to adhere to the principles of the Honor Code. All work must include the honor pledge and your signature. I do not tolerate any form of dishonest behavior, whether it is in written or oral communication. If you cheat or plagiarize, your assignment will receive a grade of 0.

**Grading:** The following scale will be used to determine your final letter grade.

	A	93-100	A-	90-92	(Excellent)	
B+	88-89	B	83-87	B-	80-82	(Commendable) <u>Pass/Fail</u>
C+	78-79	C	73-77	C-	70-72	(Average) P = 60% & above
D+	68-69	D	60-67			(Marginal) F= below 60%
F	59 and below					(Failure)

## COURSE SCHEDULE

Map abbreviations:    AP/Q – Atlantic Provinces & Quebec            NE – Northeastern United States  
                                   CC – Central Canada                                            SE – Southeastern United States  
                                   NC – North Central Interior                                            NU – Nunavut

### Part One: Northeastern North America (Chapters 6, 7, and 8)

<u>Date</u>	<u>Topic</u>	<u>Map</u>
M 1/15	Introduction	
W 1/17	Atlantic Provinces #1: Newfoundland's Outports	AP/Q
F 1/19	Atlantic Provinces #2: The Codfish Crisis	AP/Q
M 1/22	Atlantic Provinces #3: The Hibernia Field	AP/Q
W 1/24	Atlantic Provinces #4: A Profile of Nova Scotia	AP/Q
F 1/26	Atlantic Provinces #5: A Comparison of New Brunswick & Maine	AP/Q
M 1/29	French Canada #1: Introduction	AP/Q
W 1/31	French Canada #2: Long Lots and the Rural Landscape	None
F 2/2	French Canada #3: Urban Québec	AP/Q
M 2/5	Megalopolis #1: A Region of Human Diversity	NE
W 2/7	Megalopolis #2: The Urban Northeast as an Economic Force	NE
F 2/9	Megalopolis #3: High Tech Corridors & Suburban Sprawl	NE
M 2/12	Megalopolitan Fringe #1: The Eastern Shore	NE
W 2/14	Megalopolitan Fringe #2: The Lancaster Plain	NE
F 2/16	<b>Exam #1</b>	

### Part Two: Appalachia and the South (Chapters 9, 10, and 11)

M 2/19	Appalachia #1: Industrial Change in the Upper Ohio Basin	NE
W 2/21	Appalachia #2: Deepest Appalachia	NE
F 2/22	Appalachia #3: <i>Razing Appalachia</i> video presentation	None
M 2/26	Appalachia #4: The Shenandoah Valley	NE
W 2/28	Inland South #1: Changing Industrial Patterns on the Southern Piedmont	SE
F 3/2	No Class – Spring Break Extended SPRING BREAK	
M 3/12	Inland South #2: Urban Growth in Piedmont NC	

<u>Date</u>	<u>Topic</u>	<u>Map</u>
W 3/14	Inland South #3: The Mississippi Bottomlands	SE
F 3/16	Southeast Coast #1: South Atlantic Coastal Plain	SE
M 3/19	Southeast Coast #2: Land and Land Use in Central Florida	SE
W 3/21	Southeast Coast #3: The Everglades	SE
F 3/23	Southeast Coast #4: Gulf Coast Rural Landscapes	SE
M 3/26	Southeast Coast #5: Oil Development on the Gulf Coast	SE
W 3/28	<b>Exam #2</b>	

Part Three: The North Central Interior (Chapters 12, 19, and 20)

Chapter 19: Read pp. 452-464 and 467-468 (Labrador Trough & Sudbury-Clay Belt District)  
 Ford, James. 2005. Living with Climate Change in the Arctic. *World Watch Magazine*.

F 3/30	Southern Ontario #1: Canada's Industrial Heartland	CC
M 4/2	Southern Ontario #2: Toronto	None
W 4/4	Southern Ontario #3: A Profile of Southwestern Ontario	CC
F 4/6	Midwest #1: Chicago	NC
M 4/9	Midwest #2: Changing Patterns of Corn Belt Agriculture	NC
W 4/11	Midwest #3: Urban Landscapes of the Cornbelt	NC
F 4/13	Midwest #4: The Rust Belt	NC
M 4/16	Boreal Forest #1: Wisconsin's Cutover Country	NC
W 4/18	Boreal Forest #2: The Mining Heritage of Ontario & Québec	CC
F 4/20	Boreal Forest #3: Forestry in Ontario & Québec	CC
M 4/23	Boreal Forest #4: Hydroelectric Development & Aboriginal Peoples	CC
W 4/25	No Class – U of Maine Lecture	
F 4/27	Eastern Arctic: The Creation of Nunavut	NU

**Final Exam: Monday, April 30 at Noon**

## Environmental Issue Report

1. To raise your environmental awareness of Eastern North America, you must prepare a report on an environmental issue in your home state or one which I designate. That issue may for example, be an ongoing problem, involving river or air pollution, hazardous waste cleanup, logging or mining, or may reflect the successful completion of an environmental restoration project.
2. Begin by doing a basic Google search using the terms “environment” and “your state.” This will be time consuming so please give it the attention it deserves now rather than waiting until the last minute. What most interests you? Make sure that you select a topic that is going to challenge you. Although you may choose any topic that involves the interplay between people and the environment, you must submit (either in person or via email) a topic and two references to scholarly articles for my approval no later than Monday, **February 23!** Failure to do so will result in a 5 point deduction from the report grade.
3. Once you have selected a topic, you must consult full text databases (GEOBASE, Human Population & Natural Resource Management, Environmental Science & Pollution Management, Article First, and Expanded Academic) available through the Simpson Library homepage and find FIVE additional sources of information to incorporate into your report. Two of these must be SCHOLARLY sources from academic journals or books. (A list of some appropriate journals is available on Blackboard.) All of these must be fully referenced and incorporated in the report. (Under NO circumstance is Wikipedia acceptable as a source.)
4. Your report must contain the following:
  - The first section (Introduction) should identify the key issue, noting those people or organizations most closely involved, and outline briefly the report.
  - The second section (Setting) should be a brief description of the place(s) affected: location, relevant physical geographic features, population (human, animal, or plant as relevant), economic base (IF applicable) written in a cohesive paragraph. This is often a hard section to write. You need to provide enough, relevant, information for the reader to understand how this issue affects this particular place.
  - The third section (Issue) should identify and define the specific environmental issue, explain how and why this has occurred, being sure to identify the consequences. This is going to be the most significant section of the report.
  - The fourth section (Environmental Perspective) must explain environmentalists’ view on why this is a problem.
  - The fifth section (Current Status) must provide an update on the current situation and how the problem is or is not being addressed.
  - The sixth section (Assessment) must provide your own critical evaluation of this issue. This is your opportunity to offer your opinion; please support it!
  - The seventh section (Conclusion) must tie together the ideas contained in your report.

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- Your report must include a map showing the site and situation of the area being examined. All locations detailed in your report must be shown on the map. The report should also contain data in the form of graphs and charts.
5. The report should be 5-6 double-spaced pages in length (1500-1800 words) using a 12 point Times font with one-inch margins on all sides, excluding maps, graphs, or charts. Please number all pages.
  6. References in the text should be cited parenthetically (Gately 2004). You must include a reference list. A sample with various examples of formats is located on Blackboard.
  7. The grading criteria and the matrix that I use to score your report are posted on Blackboard.

Due Date: Friday, March 23

Value: 25%

Late penalty: A ten point deduction will be made for each day that the assignment is late.