

**College of Humanities & Social Sciences
Department of Geography & the
Environment**

GEOG 332

**United States and Canada
Spring 20xx**

Tues/Thurs 1:00-2:15pm

Modality: In-Person

H-412

Professor Mark Drayse

Office Hours: Tues/Thurs 11:15-12:45, H-423
and by appointment (in person or zoom)

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COURSE DESCRIPTION

The origins and development of the physical and cultural regions of the United States and Canada, and the similarities and differences between the two countries.

REQUIRED TEXTS/ OTHER REQUIREMENTS

Montello, D., Applegarth, M., and McKnight, T. (2021) *Regional Geography of the United States and Canada* (5th edition), Long Grove, IL: Waveland Press

Other readings and materials will be posted on the course Canvas website.

Course requisites: None

COURSE COMMUNICATION

All course announcements and are sent through the learning management system (LMS) Canvas, which uses CSUF email accounts. Please check your CSUF email on a regular basis for the duration of the course.

RESPONSE TIME

Outside of class and office hours, you may e-mail me any time to discuss the class or anything else you would like to discuss. Between Monday and Friday, I normally respond to e-mails within a few hours. I'll reply to e-mails sent after 5pm by the next morning. I'll reply to e-mails sent over the weekend on Monday morning.

GEOGRAPHY MAJOR AND MINOR REQUIREMENTS

Geography 332 meets the Regional Geography requirement for the Geography B.A., an upper-division elective requirement for the Geography Minor. A grade of "C" (2.0) or higher is required for the course to meet Geography major or minor requirements. A grade of C- (1.7) or lower will not meet these Geography requirements.

G.E. REQUIREMENT

GEOG 332 meets the G.E. requirement for *Area D.3 – Explorations in Social Sciences*. A grade of "D" (1.0) or higher is required to meet this G.E. requirement. A grade of D- (0.7) or lower will not meet this G.E. requirement.

This course meets the *G.E. Writing Requirement* through two required papers and eight required reading responses.

GEOGRAPHY STUDENT LEARNING OBJECTIVES

Student Learning Objective	How Students Achieve this Objective
<i>Learning Objective #2</i> - Students are able to identify and explain patterns and processes of human and physical geography including the diversity of the earth's peoples and environments, and the interactions between humanity and the earth's environments.	Through reading responses and course papers, students demonstrate their understanding of the human and physical geography of the United States and Canada, and human-environment interaction in the two countries.
<i>Learning Objective #4</i> - Students can critically assess, interpret, and analyze geographic research.	Students will write papers in which they critically reflect on issues related to the geographic development of the United States and Canada.

<i>Learning Objective #5</i> - Students can clearly and effectively communicate geographic knowledge and research in writing, orally, and/or visually.	Students will write reading responses and papers on topics related to the geographical development of the United State and Canada.
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G.E. AREA D.3 LEARNING OBJECTIVES

Student Learning Objective	How Students Achieve this Objective
a. Examine problems, issues, and themes in the social sciences in greater depth; in a variety of cultural, historical, and geographical contexts; and from different disciplinary and interdisciplinary perspectives.	Students will apply a geographic perspective to understanding important themes in the development of the United States and Canada, including environmental influences on social and economic development, colonialism and the destruction of indigenous societies, and the impact of slavery on American development.
b. Analyze and critically evaluate the application of social science concepts and theories to particular historical, contemporary, and future problems or themes, such as economic and environmental sustainability, globalization, poverty and social justice.	Students will evaluate different problems related to the development of the United States and Canada, including industrialization and environmental degradation, globalization, and social and economic inequality.
c. Analyze and critically evaluate constructs of cultural differentiation, including ethnicity, gender, race, class, and sexual orientation, and their effects on the individual and society.	Students will evaluate the development of multi-ethnic societies, the destruction and persistence of indigenous societies, and the significance of race and racism in the United States and Canada.
d. Apply theories and concepts from the social sciences to address historical, contemporary, and future problems confronting communities and different geographical scales, from local to global.	Students will apply a geographic perspective to understanding social, economic, and environmental problems that affect local communities, regions, and the countries as a whole.

WEEKLY SCHEDULE of TOPICS AND READINGS

Week	Topic	Reading
1 1/23 and 1/25	Introduction	Montello et al. (2021), Chapters 1 and 5
2 1/30 and 2/1	The Physical Environment	Montello et al. (2021), Chapter 2
3 2/6 and 2/8	Native North America	TBD
4 2/13 and 2/15	Colonial North America	TBD
5 2/20 and 2/22	Expansion and Development	Montello et al. (2021), Chapters 3 and 4
6 2/27 and 2/29	The American Northeast	Montello et al. (2021), Chapters 6 and 8
7 3/5 and 3/7	The American Midwest	Montello et al. (2021), Chapter 12
8 3/12 and 3/14	The American South	Montello et al. (2021), Chapters 9-11
9 3/19 and 3/21	The American West	Montello et al. (2021), Chapters 13-15
10 3/26 and 3/28	California	Montello et al. (2021), Chapter 16
<i>Spring Break</i>		
11 4/9 and 4/11	The Canadian Core: Ontario and Québec	Montello et al. (2021), Chapter 7
12 4/16 and 4/18	The Canadian Periphery: Atlantic Canada, Western Canada, and the North	Montello et al. (2021), Chapters 6, 19, 20
13 4/23 and 4/25	US and Canada in the 21 st Century	TBD
14 4/30 and 5/2	Presentations	
15 5/7 and 5/9	Presentations	
16 5/14 and 5/16	Final Paper Due	

ASSIGNMENTS AND GRADING

Papers

Students will research and write two papers based on topics presented in the class. The papers will involve further exploration of the geographic development of one or more regions, and the differences between the United States and Canada. (Minimum word count – 2,000 words).

Due Dates: Paper #1 – 9am Monday 3/11, Week 8
Paper #2 – 9am Monday 5/13, Week 16

Reading Responses

In most weeks, students will submit brief reading responses (minimum 200 words) based on that week's readings. The purpose of the reading responses is to review student writing and suggest improvement, and to prepare students for discussion of the current week's topics.

Due Dates: Reading Response #1 – 9am Tuesday 2/6, Week 3
Reading Response #2– 9am Tuesday 2/13, Week 4
Reading Response #3– 9am Tuesday 2/27, Week 6
Reading Response #4– 9am Tuesday 3/5, Week 7
Reading Response #5– 9am Tuesday 3/19, Week 9
Reading Response #6– 9am Tuesday 3/26, Week 10
Reading Response #7– 9am Tuesday 4/9, Week 11
Reading Response #8– 9am Tuesday 4/16, Week 12

Presentations

Students will make presentations on their final papers during Weeks 14 and 15. These presentations will be approximately 10 minutes in length.

Alternative Procedures for Submitting Work

In the event of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email (mdrayse@fullerton.edu), faxed or mailed to the Department of Geography & the Environment. In the case email does not work, students should call the department coordinator at 657-278-3161 for further direction. In case email and Canvas do not work, assignments can be dropped off at the Department of Geography & the Environment (H- 422A). Please make sure to ask the staff to put a time stamp on your assignment.

Grading

The grade breakdown is as follows:

- *Papers #1 and #2* – The paper receiving the highest grade = 35% of the course grade; the other paper = 25%
- *Reading Responses* – 30%
- *Presentations and Participation* – 10 %

Letter grades will be assigned as follows:

A	88-100 (outstanding performance)
A-	83-87
B+	78-82
B	73-77 (good performance)
B-	68-72
C+	63-67
C	55-62 (acceptable performance)
C-	50-54
D	40-49
F	<40

I use *plus/minus* grades. There are *no extra credit* assignments.

Academic Dishonesty and Authentication of Student Work

The Department of Geography & the Environment does not tolerate cheating. You face an automatic 'F' grade if you plagiarize your sources, and you may be reported to the Associate Dean of Students. Possible sanctions include expulsion from the university.

Academic dishonesty includes cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source.

In addition, you may not use Artificial Intelligence (AI) programs (e.g., ChatGPT) or other computer programs to generate written material. Students will be expected to provide citations and references for all sources used in their papers in order to prove authenticity.

All student papers will be submitted to *Turnitin.com* to confirm the authenticity of student work, and proper quotation and citation of references.

Additional information on this policy is available from [University Policy Statement 300.021](#).

Attendance and Participation Policy

Attendance is strongly encouraged, and I will take attendance before each class. Extended absences will have a negative impact on your ability to succeed in this class, and can affect your grade. Please contact your instructor if you have concerns about your ability to participate in this course.

Students are expected to complete the readings before each week, and participate in discussions related to the readings. Class participation and attendance will be considered along with the end-of-the-semester student presentations for 10% of the course grade.

Make-up and Late Submission Policy

All assignments must be submitted no later than the due date and time – late assignments will not be accepted. All assignments shall be submitted by e-mail to mdrayse@fullerton.edu as a Word or PDF file.

Students may be given an extension due to extenuating circumstances, including illness or family emergency. Contact me as soon as possible if you need to request an extension.

Retention of Student Work

Student papers and reading responses will be retained as computer files until at least the last day of the following semester, as required by UPS 320.005.

OTHER IMPORTANT INFORMATION

It is the student's responsibility to read and understand the required and important information at this website: [student information for course syllabi](#). This includes:

- University learning goals
- General Education learning objectives
- Netiquette/appropriate online behavior
- Students' rights to accommodations
- Campus student support resources

- Academic integrity
- Emergency preparedness/what to do
- Library services
- Student IT services and competencies
- Software privacy and accessibility
- Accessibility statement
- Diversity statement
- Land acknowledgement
- Final exam schedule
- Semester calendar

Canvas

As a registered student you are enrolled in Canvas. You may access Canvas for your classes by clicking on your student portal on the CSUF website.

You'll find a Canvas Help Guide, Web Browser Requirements, and video tutorials prepared by CSUF Information Technology:

<http://www.fullerton.edu/it/students/diy/index.php>

Writing Center

The Writing Center offers 30-minute, one-on-one peer tutoring sessions and workshops to assist students with all written assignments and writing concerns. Writing Center services are available to students from all disciplines, and registration and appointment schedules are available at <http://fullerton.mywconline.com>. More information can be found on the [Writing Center webpage](#).

Emergency Number and Preparedness

In the event of emergency, contact the University Police by calling 911. [Additional information can be found at the CSUF Emergency Preparedness website.](#)

Technical Requirements and Support

Students are expected to:

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and

- Dropbox;
- b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments'
 3. Use a recent version of Microsoft® Office 2019 (for P.C.) or 2020 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments or Microsoft Office 365.
 4. Maintain and access three times weekly their CSUF student email account.
 5. Use Internet search and retrieval skills to complete assignment.
 6. Apply his/her educational technology skills to complete expected competencies.
 7. Use other software applications as course requirements dictate.
 8. Utilize the learning management system (LMS) Canvas, to access course materials and complete assignments.

If you encounter any technical difficulties, please take screenshots or clear photographs and/or record clear video, then contact the instructor immediately to document the problem.

Help Desk - (657) 278-8888

StudentITHelpDesk@fullerton.edu

<http://www.fullerton.edu/it/students/helpdesk/index.php>

Chat with IT: <http://my.fullerton.edu/> and Click **Online IT Help** Click on **Live Chat**

Canvas Support Hotline – (855) 302-7528

[Canvas Support Chat Faculty](#) / [Canvas Support Chat Student](#)

Software for Students

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).