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CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-15</u>
Action <u>Approved</u>
Date <u>12-18-88</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE GE 102 Geography of United States and Canada  
 DEPARTMENT Geography and Regional Planning  
 CONTACT PERSON Robert B. Begg

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

[Signature]  
Department Curriculum Committee

[Signature]  
Department Chairperson

[Signature]  
College Curriculum Committee  
[Signature]  
Director of Liberal Studies  
(where applicable)

[Signature]  
College Dean\*  
  
\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be implemented FALL 89

Date to be published in Catalog SPRING 89

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not** use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?       yes       no**

DOES NOT APPLY

**If so, which General Education course(s)? \_\_\_\_\_**

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u>  X  </u>	<u>      </u>
2. Literacy--writing, reading, speaking, listening	<u>      </u>	<u>      X      </u>
3. Understanding numerical data	<u>      </u>	<u>      </u>
4. Historical consciousness	<u>      </u>	<u>      X      </u>
5. Scientific inquiry	<u>      </u>	<u>      </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u>      X      </u>	<u>      </u>
7. Aesthetic mode of thinking	<u>      </u>	<u>      X      </u>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<u>      X      </u>	<u>      </u>
<b>C. Understanding the Physical Nature of Human Beings</b>	<u>      </u>	<u>      </u>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<u>      </u>	<u>      X      </u>
2. Use of computing technology	<u>      </u>	<u>      </u>

## PART II.

### A. Intellectual Skills and Modes of Thinking:

1. Primary: This course emphasizes the structured methodology which geographers use to examine social and environmental data. This takes place in the beginning as well as at the end of the course. Decision making, in particular, is integrated into the course with the topics of Migration and Mobility, Resource Values and Perceptions and the Changing Agricultural Landscape.

2. Secondary: A variety of written and verbal responses is expected for the successful completion of this course. The nature of the discipline is that the material is better understood by the students as the experiences of the semester accumulate. Essay exams, written exercises, library/newspaper research and class discussions are featured in this course.

4. Secondary: Former geographical landscapes are emphasized in the various regions and by the topics selected because the current patterns have been influenced by the experiences of the past.

6. Primary: The exposure to scholarship in geography which emphasizes social and environmental perspectives requires a heavy application of values exploration. Topics such as how data are selected for the census, the environmental concerns we generate, how resources are evaluated, and the role of planners in a time of social change are all examined.

7. Secondary: In subtle ways we ask the students to appreciate their landscape heritage. We ask them to accept the beauty that may be found in the flat prairies as well as in the mountains. We ask them to value this landscape diversity as much as they do their political heritage and their civil rights.

### B. Acquiring a Body of Knowledge

Primary: Responsible citizenship absolutely requires that students be exposed in a systematic manner to the wealth of our nation and its place in the world. This requires that they understand the variety of spatial experiences which unite us and also help define the American character.

### D. Certain Collateral Skills

Secondary: With readings spread throughout the semester based on library holdings, map exercises which require the use of atlases in the library and the encouragement to read the variety of newspapers available in the library, we hope to support skills necessary for a liberal education.

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

See attached.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

See attached.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify here.**]

See attached.

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

See attached.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

Part III. GENERAL CRITERIA FOR THE LIBERAL STUDIES

A. Those teaching the course will exchange syllabi and will meet at least once a semester to discuss the course and its fulfillment of the Liberal Studies criteria and to recommend to each other or the department any necessary changes.

B. Provision for the perspectives and contributions of ethnic and racial minorities and women are included in the syllabus and bibliography.

C. The attached syllabus lists two contrasting possibilities from recent paperback publications which highlight current popular research. By the fall of 1989 it is likely there will be additional works available.

D. This introductory course uses the regional approach to help students appreciate and understand their geographic heritage. A large number may expect to move a number of times during their careers. The students will benefit directly and indirectly from such a regional approach. Introductory majors' courses are taught with a more systematic approach.

E. 1. Ethical issues are examined in the context of geographic problems. Some examples would be: problems of metropolitan regions, cultural diversity and conflict, resource values and environmental perceptions, and managing an ecosystem.

2. Recognizing problems, asking questions and systematically offering possible solutions are opportunities explored in such topics as resource use and industrial decline, the role of the family farm, or the development of disadvantaged landscapes.

5. The ethical issues, which today involve Appalachia, tomorrow may apply to the Pacific Northwest. The wealth of one region may easily pass to another in future decades given the migration and mobility of our population.

6. The economic and social upheaval caused by the changing geography of our landscape continually helps students realize the power of our institutions to decide our resource use. Examples would be the steel/auto industry and world industrialization, the precarious farm situation controlled by the market, or the use of fossil or nuclear fuels for generating electricity.

PART IV

The attached syllabus indicates how this course meets each of the criteria indicated on the SOCIAL SCIENCES check list.

## CHECK LIST -- SOCIAL SCIENCES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Social Science criteria which the course must meet:

- Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

### Additional Social Science criteria which the course should meet:

- Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).



## COURSE SYLLABUS

### I. CATALOG DESCRIPTION

GE 102 Geography of United States and Canada 3 credits  
3 lecture hours

Prerequisites: none

Provides a conceptually based introductory level geography course which focuses on the American landscape. Includes mapping culture regions, tracing settlement patterns, resource use, environmental perceptions, the interplay of urbanization, industrialization and spatial mobility, the occurrence of economically disadvantaged landscapes, and the role individuals and society have in the creation of the geographic landscape.

### II. COURSE OBJECTIVES

1. Students will discover the geographer's perspective by interpreting human behavior on the cultural and physical landscape.
2. Students will identify the physical and cultural features in the environment which contribute to the well-being of the individual and the nation.
3. Students will focus on particular spatial distributions which permit linkages that bind our nation together.
4. Students will apply a conceptual framework to the study of geography at the community, regional and national scales of study.
5. Students will respect the opportunity to study the American landscape and value its worth for the United States as well as Canada.

### III. COURSE OUTLINE

#### A. Introduction to Geography and the Geographer's Methods of Inquiry. (3 lectures)

1. Nature of Geography as a Discipline.
2. The Place of Geography in the Social Sciences.

Use of Census Data in the Social Sciences  
Comparative Census Data on Minorities and Gender

Rewards of Ethnic Diversity in American Geography

3. Methodology in Geography.

Structuring Social Data  
Using Geographic Insights and Perspectives

4. Geographic Grid.

5. From Topographic Maps to Remote Sensing.

6. Cognitive Mapping.

Scale of Observation  
Meaning of Personal Space

B. The Physical Landscape. (5 lectures)

1. Landform Regions.

2. Climatic Patterns and Glaciation.

3. Soils and Vegetation.

C. Overview of Themes and Issues in the Geography of America. (2 lectures)

1. Perceptions of America--Foreign and Domestic.

2. Characteristics of the Labor Force in Post-Industrial America.

Traditional Roles in Primary/Secondary Sectors  
Women and the Tertiary Sector

3. Environmental Concerns.

D. Settlement Geography and Patterns of Migration and Mobility.  
(3 lectures)

1. Native Americans.

2. European Immigration.

3. Minority Population Distributions.

Blacks  
Hispanics  
Asians

4. Interregional Patterns of Migration.

East to West

Rural to Urban  
Interregional Flows  
Migrations of Blacks  
Amenity-Related Population Shifts

E. Regional Focus. (4 lectures)

1. The Geography of the Former Cotton South.
2. The Changed Geography of the Industrial South.

Black Contributions  
Division of Labor--Women at Work

3. The Gulf South: Wealth and Position.

Oil and Capital  
Ecological Damage

F. Urbanization and Industrialization. (5 lectures)

1. Dwelling in an Urban Environment.

Ghettos in Urban America  
Homeless in America  
Urban Space and Gender  
Gentrification

2. Megalopolis-- The Creation of Jean Gottmann.
3. The Manufacturing Core and Industrial Decline.

Iron Ore, Coal and the Great Lakes  
Living with Social Change  
Redefining the Resource Base

4. California: Modern Urban Image.

Spatial Model for the Future  
The Artificial Environment

G. Cultural Diversity and Conflict. (3 lectures)

1. National Core of Canada.
2. Hispanic America.

H. Resource Values and Environmental Perceptions.  
(3 lectures)

1. America's Endowment: Traditional Resources.

Fossil Fuels and Alternate Energy Sources  
Metallic Minerals

Non-metallic Minerals

2. America's Endowment: Non-traditional Resources.

Amenities and Recreation Opportunities  
Landscape Perception

3. Water as a Resource.

Environmental Challenges  
Excessive Demands/Diminishing Availability

I. From the Family Farm to Agribusiness. (5 lectures)

1. Rectangular Land Survey System.

2. The Agricultural Heartland.

3. California and the Future of American Agriculture.

J. Disadvantaged Landscapes. (3 lectures)

1. Appalachia.

2. Maritime Provinces.

K. Problems in Regional Development. (3 lectures)

1. Role of Planners and Social Change.

Public Transportation and Personal Mobility  
Housing/Shelter and Child Care Facilities  
Delivery of Health Services

2. Rocky Mountains: Region of Conflicts.

2. Pacific Northwest: Managing an Ecosystem.

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

50%/75% Exams. Two or three exams consisting of any one of the following types of exams or a combination of the following types of exams: essay, multiple choice, map and photo identification, and true-false.

25% Cumulative Final Exam

[25% Geographic activities assigned by the instructor and varying each semester ranging from map exercises and readings to attendance at outside lectures.]

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook:

Birdsall, S. S. and J. W. Florin, Regional Landscapes of the United States and Canada, New York: John Wiley and Sons, 1985.

or

White, C. L., E. J. Foscutt and T. L. McKnight, Regional Geography of Anglo-America, New York: Prentice-Hall, 1985.

Supplemental Books:

To be selected from such examples as follow:

Agnew, J., The United States in the World Economy, New York: Cambridge University Press, 1987.

Garreau, J., The Nine Nations of North America. New York: Avon, 1981.

Supplementary Readings:

Ballas, Donald J., "Changing Ecology and Land-use Among the Teton Dakota Indians, 1680-1900," Bulletin of the Illinois Geographical Society, 27 (2), 1985, pp. 35-47.

Boswell, T. D. and M. Rivero, "Cubans in America: A Minority Group Comes of Age," Focus, 35 (2), 1985, pp. 2-9.

Borchert, J. R., "Persistent Places and Paths on the Middle Western Plain," Journal of Geography, 85 (5), 1986, pp. 218-223.

Carstensen, L. W., "The Burger Kingdom: Growth and Diffusion of McDonald's Restaurants in the United States, 1955-1978," Geographical Perspectives, #58 (1986), pp. 1-8.

Conzen, M.P., "The Changing Character of Metropolitan Chicago," Journal of Geography, 85 (5), 1986, pp. 224-236.

Hart, J. F., "The Persistence of the Family Farming Areas," Journal of Geography, 86 (5), 1987, pp. 198-203.

Jablonsky, T. J., "From The Jungle to the Council: A Historic Sense of Place," Journal of Geography, 85 (5), 1986, pp. 237-244.

Knight, D. B., "The Other Side of the Tracks: Perceptions of an Urban Place," Journal of Geography, 86 (1), 1987, pp. 14-18.

Leinback, T. R. and C. Amrhein, "A Geography of the Venture Capital Industry in the United States," Professional Geographer, 39 (2), 1987, pp. 146-158.

Mattingly, P. F., "Pattern of Horse Devolution and Tractor Diffusion in Illinois, 1920-1982," Professional Geographer, 39 (3), 1987, pp. 298-309.

Pillsbury, R., "From Hamburger Alley to Hedgerose Heights: Toward a Model of Restaurant Location Dynamics," Professional Geographer, 39 (3), 1987, pp. 326-344.

Rose, G. S., "Quakers, North Carolinians and Blacks in Indiana's Settlement Pattern," Journal of Cultural Geography, 7 (1), 1986, pp. 35-48.

Sechrist, G. S., "Changes in the Location and Role of Louisiana's Urban Churches, 1865-1940," vol. 25. Baton Rouge: Louisiana State University, Geoscience and Man, 1988.

Virden, M. A., "A Geographical Perspective for Strategic Planning of a Medical Center's Women's and Children's Services," Geographical Perspectives, #56 (1985), pp. 26-37.

Zelinsky, W. and D. F. Sly, "Personal Gasoline Consumption, Population Patterns, and Metropolitan Structure: The United States 1960-1970," Annals of the Association of American Geographers, 74 (2), 1984, pp. 257-278.

## VI. SPECIAL RESOURCE REQUIREMENTS

None

## VII. BIBLIOGRAPHY

Brunn, S. D. 1974. Geography and Politics in America. New York: Harper and Row.

Clark, D. 1985. Post-Industrial America: A Geographical Perspective. New York: Methuen.

Elliot, I. L. 1983. Two Nations, Many Cultures. 2nd ed. Toronto: Prentice-Hall.

Hart, J. F. 1975. The Look of the Land. Englewood Cliffs, N.J.: Prentice-Hall.

Paterson, J. H. 1984. North America. New York: Oxford University Press.

Thomas, R. S. 1978. The U.S. and Canada: Present and Future. Columbus, Ohio: Charles E. Merrill.