

# GEOG 3100

## United States and Canada



Economies



Cities



Sustainability

Spring, 2026 ▪ Tue/Thu 11:00 AM - 12:20 PM ▪ ENV 391

## Why Should You Take this Course?

You will benefit from this course because **geography is more critical to our future than you may realize**. We need a better understanding of how geography and location affect our lives.

**Even familiar things can be better understood from a geographic perspective.** To pursue this, this course will take a multi-dimensional tour through key situations and issues that illustrate the importance of geography in the world we live in.

We'll begin by introducing the concept of "region" as a gateway for the course. Then, we'll explore several **key dimensions of the world** we experience as humans (physical, human, urban, and economic). The core of the course is a tour of the major cities and regions of the United States and Canada, highlighting the significant issues at work in each region we explore. As we navigate North America's regions and address their challenges, we will also dedicate time to **completing a significant research project** that connects geography to societal needs.

## What you'll need for this course:

- The two required textbooks (we'll discuss in class)

Wiley Student Choice



## Pathways to Actionable Results with Business GIS

An Applied Handbook for Problem-Focused Research in Retail & Business Geography

By Murray D. Rice

2022 Edition

- Weekly time to access the course webpages in Canvas for resources posted there throughout the semester
- A willingness to work and learn

**Instructor:** Dr. Murray Rice

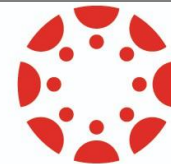
**E-Mail:** [rice@unt.edu](mailto:rice@unt.edu)

**Telephone:** (940) 597-9307

**Office Hours:** Tue and Wed, 10:00 to 11:00 AM

**Office:** ENV 310G

*Our class page on Canvas is your primary guide and information source for this class. This does not mean that the other information sources in this class are not important as well.*



# CANVAS

See the GEOG 3100 pages in Canvas for this syllabus and resources

# What Should You be Able to Do by the End of This Course?

- Be able to explain **what geography is**, and why geography truly matters to people filling roles across society
- Explain and provide examples of why **regions** are an important part of how we as people see and understand the world
- Provide an account of the **physical, human, urban, and economic foundations** for the regions of the US and Canada
- Establish the **practical applications for Geography and GIS** that organizations like retailers, delivery companies, local transit services, and state emergency agencies find
- Know what a **“Geographic Information System” (GIS)** is, and what are some applications you can do with a GIS
- Identify what the **“Megalopolis”** region is, and why it is such an important part of North American economy and society
- Define and give examples of what it means for a major metropolitan area to be classified as a **World City**
- Discuss the impact of the **US/Canada boundary** on the ongoing operation of North America’s industrial heartland
- Describe the issues that make **economic development a challenging thing** to get going in many places
- Explain why **the South and its cities** have always been different from the rest of the United States
- Implement **GIS functions** to complete basic mapping and geographical analysis functions to support high-level decision makers in business and government organizations
- Account for the unique position that **resource-based communities** face in their typically “boom and bust” economies
- Understand the **vast contrasts in people and development** that mark the Pacific Northwest and the Northlands regions
- Explain **what research is** in a practical context that leads to an ability to plan and implement a simple research project that addresses real-world needs
- Address the question as to why **so many Americans see little value in understanding geography**, and why they are mistaken

# The Weekly Schedule in this Class

## 1. The Big Idea

Think of GEOG 3100 as a **Knowledge Superhighway**

A course with one main goal, but more than one way of getting there



## 2. What We're Aiming to Do

Two sets of course experiences with two different purposes

**Case Studies**  
*Overall view of regions & issues across North America*

**Research Project**  
*Detailed look at application of geography to a specific issue*

Both sets of activities: laying a foundation for you to understand the application of geography to real-world problems

## 3. How We Will Do It

*In a typical week...*

**Case Studies Lane**  
*Focus for our first meeting of the week (Tuesdays)\**

**Research Project Lane**  
*Biggest part of our second meeting of each week (Thursdays)\*\**

\* 100% of our Tues. meeting time most weeks

\*\* 60 - 80% of our Thurs. meeting time most weeks

# How Can You Succeed in this Course?

In addition to the many grade-earning opportunities that await you this semester, your success in this class will be determined by **how well you manage your time** and **how engaged you are with the class activities**.

More specifically:



### Show up to class, and be on time

If you arrive by the class start time, you'll avoid missing the great subject matter we're exploring in class that day. I always look forward to seeing you in class! However, if something like a family emergency or a lost dog prevents you from attending, no problem. If possible, please email me before class time so I do not expect you that day.



### Know the class schedule!

One significant problem people have in classes like this is not realizing what's coming up. Please track what's happening in each class and in each week of classes in advance. Knowing what is due in class and what is expected that week will help you get the most out of your education investment. *One more hint:* looking ahead through the entire semester's schedule can help you identify coming weeks that are heavy. This allows you to get an early start on work for those demanding weeks.



### Do the weekly reading

Each class typically includes a prior reading related to that day's in-class activity. I will assume you have completed the reading and are ready to apply that knowledge in class.



### Contact me when problems come up

I want to hear from you when you have questions or concerns about the class. I especially want to talk with you if you feel like you're getting behind. You can succeed here! I am here to help.

## Overall Grades Summary

	Weight	Activity
Research Project Focus	20%	GIS Experience
	20%	Final Report
	10%	Semester-Ending Presentation & Class Dialog
General Content Integration Focus	10%	Student-Led Discussion Sessions
	40%	Active Class Engagement Exercises ("ACEs")
	<b>100%</b>	<b>Course Total</b>

See the detailed course grade listing on the next page for more information.

**Detailed Course Grade Listing:** It is not essential to pass any particular discussion task, assignment, or test to pass the course, but relative success in each will affect your final grade. The following represents the relative weights of each course activity as a percentage of your final course grade (so for example, your overall Discussion Question grade counts for 25% of your final course grade)

<b>SEMESTER PROJECT</b>		
<b>GIS Analysis:</b>	GIS Experience Tutorial (Week 5)	20%
<b>The Final Product:</b>	Final Report & Recommendations (Last 2 Weeks)	20%
	Presentation & Discussion (Last 2 Weeks)	10%
<b>MULTI-OBJECTIVE CONTENT INTEGRATION</b>		
<b>Student-Directed</b>		
<b>Discussion Sessions:</b>	Discussion Paper & In-Class Discussion Session	
	Agricultural Core, Week 10	10%
<b>Active Class Engagement Exercises (ACEs):</b>	Writing and Discussion on the Weekly Class Theme (Weeks 1, 2, 4, 6, 7, 8, and 15)	40%
<b>COURSE TOTAL</b>		<b>100%</b>

**Academic Accommodations:** The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member before implementation in each class. For additional information, see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

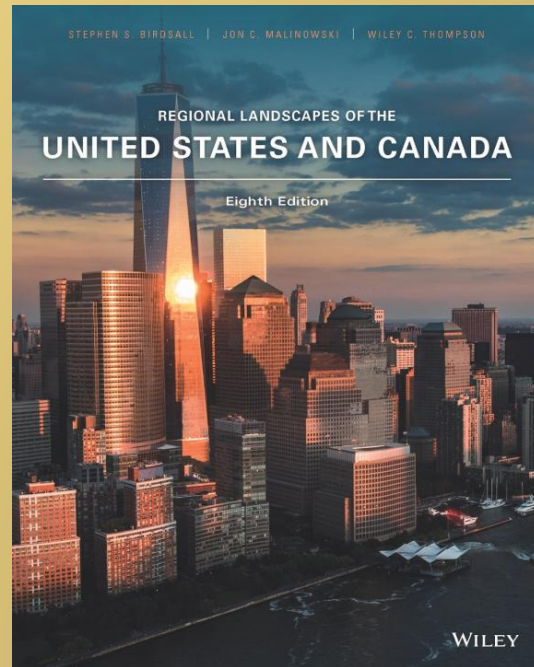
**Course Texts:** The two required textbooks for this course are:

Text

1

Birdsall, Stephen S., Jon C. Malinowski, and Wiley C. Thompson (2017) *Regional Landscapes of the United States and Canada*, Eighth Edition (Wiley: Hoboken, NJ). Available through the UNT bookstore.

**A general reference and guide for the big part of this course that focuses on understanding the regions, cities, economies, and sustainability issues that drive much of what we do in the US and Canada.**



Text

2

Murray D. Rice (2024) *Business GIS Methods & Applications: An Applied Handbook for Problem-Focused Analysis in Retail & Business Geography*, 2024 Edition. ISBN: 978-1-64999-936-8. Free ebook download available. Access to the book is via our class Canvas pages.

**A focused (and free) reference for the project-based part of this course that aims to contribute to fact-based decisions on a real-world issue using GIS technologies.**



Additional readings and videos are required and are listed by week in the schedule section of this syllabus. Readings in both textbooks are both required and important. Please take the time each week to review the assigned readings and come to class prepared to discuss and learn.

# Major Course Activities

## Semester Project

**Project Overview:** We will spend a significant amount of time this semester focusing on “gerrymandering,” the practice of strategically manipulating electoral boundaries to benefit a particular candidate or political party. This major course activity is structured as a group project, and the class will be divided into groups in week 2 of the semester (aiming for 4-5 students per group).

Your project will integrate results from work conducted across several distinct activities. These activities will occur in four distinctive phases:

**1. Active Class Engagement exercises (“ACEs”).** ACE activities consist of a set of 1-4 questions posed in-class in several of the first 8 weeks of the semester. Each ACE activity will challenge you to consider a different aspect of the electoral systems used in North American democracies, as well as the tools and ideas that geographers can contribute to better understanding our focal issues and problems. You will receive each week’s ACE question set during our meeting period, and you will be given time in class to both (1) answer the questions individually, in written form, and (2) discuss some or all the week’s questions in small discussion groups. You must be present in class to be eligible for credit for your ACE response.

**2. GIS Learning.** GEOG 3100 is a diverse class, typically comprising a relatively even mix of geography majors and non-geography majors. One of the key goals of the class is to help the entire class, regardless of major, feel comfortable thinking spatially and using Geographic Information Systems (GIS) software technology to begin addressing real-world problems. This class will provide opportunities for every student to build practical GIS skills in preparing to work as a team to analyze our case study on gerrymandering..

**3. GIS-Based Project Analysis.** Using the core set of GIS skills taught in your GIS lab, you will analyze real-world community and electoral data to contribute evidence and recommendations to help the United States successfully deal with gerrymandering and its impact on democracy in this country. In addressing this issue, you will be challenged to complete an analysis of real-world community and electoral data using the leading Geographic Information System software package used by governments and political parties to understand the geography of voting behavior. Your analysis will provide you with information you will need to complete the final two elements of your semester project.

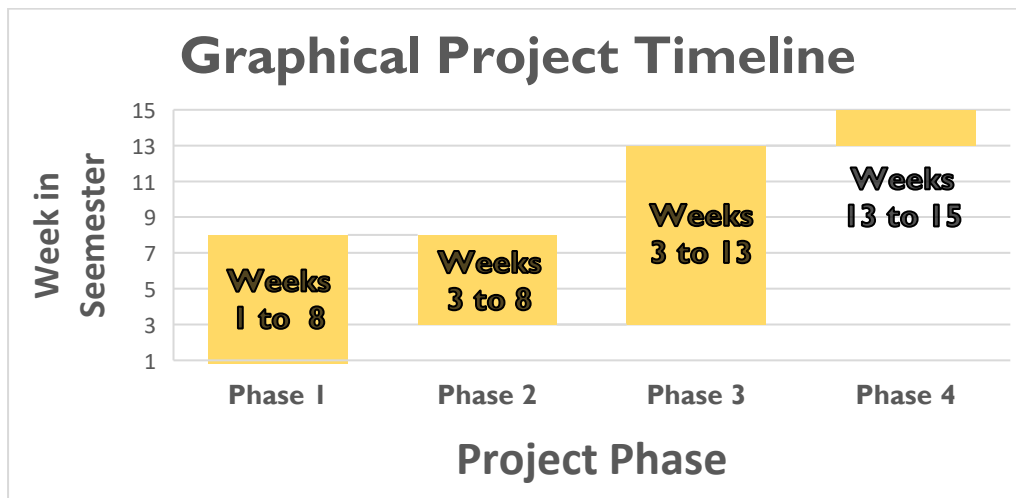
**4. Communicating Your Message:** A 10-minute final presentation, late in the semester, will form a significant part of your group’s contribution to a final discussion session.

**Table 1: Project Work Schedule**

Phase	Description	Timing	Evaluation Tool
1	Introductory discussion: what is gerrymandering and why should we care?	Weeks 1-8 of the semester*	ICE Responses
2	GIS Learning: gaining familiarity with GIS capabilities of use in gerrymandering analysis	Weeks 3-8 of the semester*	GIS Lab
3	Unstructured, creative GIS analysis work time focused on electoral district data and assembly of arguments and evidence for presentation and discussion	Weeks 3-13 of the semester*	Gerrymandering Discussion in Class (via ICE sessions)**
4	Presentation delivery and discussion	Weeks 13 & 14 of the semester	Presentation and discussion session

\* Phases 1, 2, and 3 overlap in our schedule. This is also represented in Chart 1 below.

\* Gerrymandering discussion evaluation is a minor evaluation fairly early in this phase. Most of your work in phase 3 will be unevaluated at completion but will result in background ideas and information used to prepare for phase 4.



**Chart 1: Graphical Project Timeline (Subject to Adjustment)**



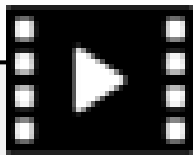
Active  
Classroom  
Engagement

**Overview:** Active Class Engagement exercises (“ACE”) give us an opportunity to spend time in small groups considering major themes from the class. This will happen in many but not all weeks of the course, specifically weeks 1, 2, 4, 6, 7, 8, and 15. Having the opportunity to hear other people’s thoughts and opinions opens us up to new perspectives and ideas, as well as giving us the chance to share what we see.

**GIS  
Experience**



**Overview:** GIS Experience is a focused time in the course where everyone is asked to develop and demonstrate some basic GIS competence (week 5). This is important because this course often has a nearly even mix of geography majors and non-majors. Devoting a brief portion of the course to GIS skills development provides the background needed for everyone to participate in the technical aspects of the semester project later in the semester.



## **Video Case Studies**

**Overview:** During the semester, there will be a few occasions when I will show the class video case studies that illustrate important points for the course. Some of these videos might be hard to find online. I encourage you to make every effort to be in class to view and discuss these important cases.

**SLD**

## **Student-Led Discussions**

**Overview:** Once during the course (week 10), the class will be challenged to take the lead in identifying key themes and questions for us all to discuss. You will be evaluated based on the related notes you bring to class and your participation in the discussion. We will discuss the session further before it happens.

## **A Note from our TA This Semester**

My name is Joshua Kafui, and I will be the TA for this class. As a TA, my job is to grade discussions, manage the Canvas course, and give students general assistance with class material.

### **Correspondence**

If you need to reach out to me, you can contact me at [mawulikplimkafui@my.unt.edu](mailto:mawulikplimkafui@my.unt.edu). When you email me, please allow a 24-hour window for a response. I can usually answer emails within a few hours, but this cannot be guaranteed. Because of this time delay, it's best to start your assignments early or on time, so you can ask questions in a timely manner.

Because I have multiple courses to TA this semester, when emailing me, please help me get the context for your email straight by using the following format for your email subject line:

Your Name—Course: Subject Matter

The format above helps me to locate you and the current assignments. So, for example, a student named John Smith might email me about a final report issue with this subject line:

John Smith—GEOG 3100: Final Report Question

During the week, I can be flexible with time, so I respond to emails at any time, night or day. But also keep in mind that weekends are my own, so I will be away from my inbox. This means that any emails sent after end of business hours on Fridays will not be seen until Monday morning.

### **Missing Class or Assignments**

In addition to seeing you all in class, I know each of you has a personal life that exists in a complex web outside of this course. Sometimes the personal, professional, or academic aspects of life can cause delays and interruptions in the other areas. To that end, please contact me or Dr. Rice immediately if you find you have something in your personal or professional life that is preventing you from completing assignments on time or attending class.

If you contact me regarding personal matters that inhibit your progress in class, please give me as good a picture as possible of what is going on, so I can help you find resources and flexibility. The sooner you let me know about problems, the more flexibility I can work out. In all aspects, communication is key. Neither I nor Dr. Rice can help if we don't know what is going on.

For all extension requests sent to me: I will discuss the situation with Dr. Rice. Any late or missing assignment without an approved extension will fall under Dr. Rice's late policy, especially if it is clear that you knew about the need for an extension before the due date.

### **Office Hours**

As noted above in the Correspondence section, my time can be very flexible during the work week. Because of this, I will not have set office hours. Instead, I will hold office hours by appointment on Zoom.

This undefined time during the work week allows for office hours that work best for you: morning, afternoon/evening, or night. The only exceptions to this availability are Monday, Tuesday, and Thursday nights.

### **Summary of Expectations**

During this course, you can expect me to be available for your questions, comments, concerns, and general assistance with assignments. You can also expect me to be a safe place to reach out if you have personal matters that affect your academic progress. Finally, you can expect me to be available to assess all situations for fairness for both you as an individual and you as a part of a learning community.

On the flip side, I expect you to communicate promptly if you need assistance. Late planning or delayed communication gives me less time and flexibility to help you.

# Course Expectations

**Course Philosophy:** Your instructional team is here to organize the course and introduce you to the topics and readings we will examine. Your instructor and TA do not have all the answers, but they will share with you from what they know. We will do our best to make the course interesting, relevant, and challenging.

This being said, it's important to note that you have the most important role in making GEOG 3100 a success for you. You will determine how much you actually get out of this course. Doing the readings outlined, completing and contributing to all group assignments, and coming to class ready to think and participate in the discussions we will have, puts you in the best position to benefit from what this course offers. Your instructional team encourages you to make full use of the learning opportunities that this class presents.

**Duties of the Instructor:** In accordance with UNT Policy, state and federal law, your instructor is a mandated reporter and must therefore report to the Title IX or Deputy Title IX Coordinator instances of sexual misconduct (e.g., sexual assault, stalking, dating violence, domestic violence, and sexual harassment) by or against a student enrolled at the university, about which they become aware during this course through first-hand observation, writing, discussion, or personal disclosure. More information can be found at <https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct>, including confidential resources available on campus. The University of North Texas is committed to maintaining work and educational environments free from sexual misconduct and retaliation. The University will not tolerate conduct that is inconsistent with this commitment at any of its locations, programs or other activities. If students, faculty, or staff would like assistance or have questions, they can email [TitleIX@unt.edu](mailto:TitleIX@unt.edu) or visit the Dean of Students website at [deanofstudents.unt.edu](http://deanofstudents.unt.edu).

**Due Dates:** Exercise, assignment, and other activity due dates are set in advance, allowing everyone to plan ahead. These dates will not be changed except in an emergency. It is your responsibility to plan outside activities so they will not conflict with class dates. If you have a true emergency on a due date and cannot complete a course item, be sure to get in touch with your instructor as soon as possible after the missed due date to explain the circumstances and arrange an alternative assessment.

**Late Policy:** Anything handed in late\* will be subject to a single, flat 10% penalty. To be accepted for any credit, late work must be submitted within one week of the original due date. Late work will not be accepted for credit more than one week after the work was due.

Late deductions may be waived at the discretion of the instructor if you provide documentation of a UNT-recognized emergency before the one-week late submission period has elapsed.

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\* "Late" means after the beginning of our regularly scheduled class on a due date.

This late policy also means that, at the end of the semester, if you find a completed assignment that you never handed in, under no circumstances will this work be accepted for any credit at that point.

**Attendance:** In this course, we will not take attendance for grades during the semester. However, we will take attendance where necessary to comply with UNT policy (for example, to record our class enrollment). Despite the lack of attendance taking for grades, please note that it is to your advantage to participate in-person in all classes. We want to see you in class.

**Illness and Attendance.** While attendance is invited, welcomed, and expected as outlined above, we must all be mindful of the health and safety of everyone in our community. Please get in touch with me if you are unable to attend class due to illness or an illness-related issue in your household.

**Connecting with Me** I invite you to communicate with me in class, in my office hours, and at other mutually agreeable times.

- **Office hours this semester:** Tue/Wed from 10:00 to 11:00 AM (in-person at ENV 310G)

**Please note that I am always happy to schedule an in-person meeting with you if that best serves your needs.** Please don't hesitate to contact me to arrange an in-person meeting or a meeting at a time outside of the regular Wednesday office hours for this course.

**Academic Dishonesty:** Academic dishonesty in this course will be penalized according to University of North Texas rules and regulations, ranging from a mark of 0 on a test or assignment, a grade of "F" in the class, to possible suspension or expulsion from the university, depending on the precise nature and circumstances of the dishonesty. Learning what constitutes dishonest behavior and how to avoid it is good preparation for a successful career.

To help you avoid academically dishonest behavior, the Center for Student Rights and Responsibilities at the University of North Texas has developed a definition of academic dishonesty and a set of strategies to protect yourself from being accused of academically dishonest behavior.

The following is a summary of definitions and strategies from CSRR:

## Forms of Academic Dishonesty

- **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** the deliberate adoption or reproduction of ideas, words or statements of another person as one's own without acknowledgement.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

## Proactive Strategies to Protect Yourself from Charges of Academic Dishonesty:

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying your exam or assignments, e.g., shield your answer sheet during examinations, do not lend assignments to be turned in to other students.
3. Check your faculty member's course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If you cannot find a written section in the syllabus, ask the faculty member what his/her expectations are.
4. Consult the Code of Student Conduct for a detailed definition of academic dishonesty.
5. Do not look in the direction of other students' papers during examinations.
6. Utilize a recognized handbook for instruction on citing source materials in papers.
7. Consult with individual faculty or academic departments when in doubt.
8. Utilize the services of the University Writing Center, located in room 105 of the Auditorium Building, for assistance in preparing papers.
9. Discourage dishonesty among other students.
10. Refuse to assist students who cheat.






**Rules of Engagement:** Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☹.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and the information of others).
- Do not send confidential information via e-mail



# What Will We be Doing in this Course?


Here is the schedule of topics and issues we will be discussing throughout the semester. The readings outlined for each week are an essential part of the course. Please complete each weekly reading assignment before class. Most readings come from your course text, but there are other outside readings and tasks needing to be completed for each class meeting. Additional readings are linked on the “Syllabus and Handouts” page of the course website; please review the readings provided there weekly. Note in this schedule the following icons:

				
ACE Exercise This Week	GIS Exploration Session This Week	Video Case Study This Week	Student-Led Discussion This Week	Project Element Due This Week

## PART 1 – INTRODUCTION: US AND CANADA, AND THE REGION CONCEPT

### Week 1

Jan 13 & 15



GEOG 3100  
US & Canada

With Dr. Murray Rice

Welcome to the Course

DON'T FORGET TO REVIEW  
ON CANVAS EACH WEEK

### Regions and Themes

**Weekly Reading:** *Regional Landscapes*, Chapter 1 (2-17); “Dental Therapy” column (see Canvas); for this and every other coming week, please see the “materials” item in this week’s module (number 1) for all reading and video resources to review in preparation for class this week.

**Worth Noting: First In-Class Exercise (ACE-Week 1) to be completed in our second class meeting**

**Weekly Overview:**

- Key City Focus:** Denton
- Foundational Issue:** How is a geographic perspective relevant to people, businesses, and cities?
- Course overview and expectations
- Introduction to a geographic and regional perspective
- Key Class Discussion:** What is a “region”?
- Video Case Study:** Oil and the US/Venezuela Conflict

# PART 2 – BUILDING BLOCKS FOR A REGIONAL ANALYSIS

## Week 2

Jan 20 & 22



Our focus this week: coming to a “big-picture” understanding of environmental issues



### **Physical Foundations: Environment, Resources, and Sustainability**



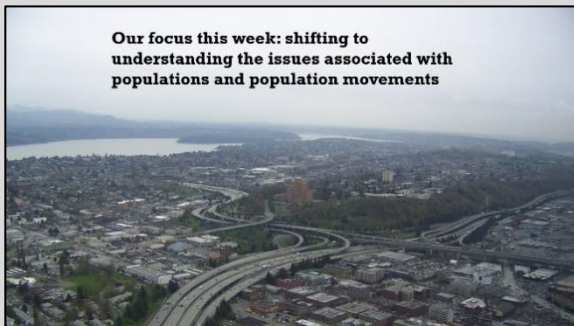
**Weekly Reading:** start with *Regional Landscapes*, Chapter 2 (20-43) and *Pathways to Actionable Results*, Part A (11-23). See this week’s “Materials” section in Canvas for other required readings.

#### **Worth Noting: In-Class Exercise (ACE-Week 2) completed in class this week**

- **Key City Focus:** Dallas-Fort Worth (see “Syllabus and Handouts” link, do your own web research about this metropolitan area)
- **Foundational Issue:** What are the key challenges currently facing us as inhabitants of the planet Earth?
- Elements of the physical environment
- Issues related to resources and resource use
- **Video Case Study:** Fish of the People

## Week 3

Jan 27 & 29



Our focus this week: shifting to understanding the issues associated with populations and population movements



### **Human Foundations: Settlement, Migration, and Culture**

**Weekly Reading:** *Regional Landscapes*, Chapter 3 (46-57, 59-61); See this week’s “Materials” section in Canvas for other required readings/viewings.

#### **Worth Noting: No ACE this week.**

- **Key City Focus:** Boston
- **Foundational Issue:** How does geography and geographic ideas inform our understanding of human processes of migration and settlement?
- Settlement, expansion, migration
- The spatial expression of culture across regions

## Week 4

Feb 3 & 5

Our focus this week: building our understanding of cities with observations at two distinctive spatial scales



## Urban Foundations: Cities and Metropolitan Regions



**Weekly Reading:** *Regional Landscapes*, Chapters 3 (57-59) and 4 (72-78). See this week's "Materials" section in Canvas for other required readings/viewings.

**Worth Noting: ACE-Week 4 this week. GIS Experience introduced, but the actual work on the GIS Experience starts next week.**

- **Key City Focus:** Calgary
- **Foundational Issue:** How can the use of *continental* and *local* scales of geographic observation give us useful insights into how cities work in North America?
- The North American city: two perspectives
- **Video Case Study:** Bay Area Rapid Transit (San Francisco Bay Area)
- **In-class introduction to our GIS Experience**

## Week 5

Feb 10 & 12

Our focus this week: examining the factors that relate to regional economic change and development



**GIS Experience**



## Economic and GeoAnalytical Foundations: Business, Location and GIS

**Weekly Reading:** None on our main "economic foundations" topic. As background for our gerrymandering talk, please see *Pathways to Actionable Results*, Part A, pages 25-33. See this week's "Materials" section in Canvas for other required readings/viewings.

**Worth Noting: No ACE this week. Tuesday and Thursday will have the class split into two large groups.**

- **Key City Focus:** Seattle
- **Foundational Issue:** What goes into making a good location for a business?
- Discussion of geography and business planning
- Connection between geography and industrial evolution
- **Tuesday, February 11:**
  - **Half of class meets in our regular classroom for our usual class discussion**
  - The other half goes to the CSAM lab to work on the GIS Experience and our Student-Led Discussion (SLD)
- **Thursday, February 13:**
  - The two class halves switch around (regular class group from Tuesday goes to the CSAM lab today, CSAM lab group from Tuesday goes to regular class today)

# PART 3 – REGIONAL ANALYSIS OF CITIES, ECONOMIES, AND SUSTAINABILITY IN THE US AND CANADA

## Week 6 Feb 17 & 19



### Megalopolis



**Weekly Reading:** *Regional Landscapes*, Chapter 4 (66-72, 78-89). See this week's "Materials" section on Canvas for any other required reading/viewings.

#### Worth Noting: ACE-Week 6 due this week.

- **Tuesday, February 18: Megalopolis**
  - **Key City Focus:** New York
  - **Foundational Issue:** What is a "Megalopolis", and why does it matter?
    - The site and situation of Megalopolis
    - Changing patterns in the Megalopolis
- **Wednesday, February 20: Video Focus**
  - **Video Case Study:** From New Amsterdam to New York

## Week 7 Feb 24 & 26



**GIS Experience**



### The North American Manufacturing Core

**Weekly Reading:** *Regional Landscapes*, Chapters 5 (92-111) and 6 (114-130). See this week's "Materials" section in Canvas for other required readings/viewings.

#### Worth Noting: ACE-Week 7 due this week; GIS Experience report due this week

- **Key City Focus:** Toronto
- **Foundational Issue:** Does it matter that North America's manufacturing belt is divided into two by an international border?
  - Meaning of "core" and core-periphery theory
  - Characteristics, growth, and importance of the core
- **Video Case Study:** The North American Automobile Manufacturing Industry

## Week 8

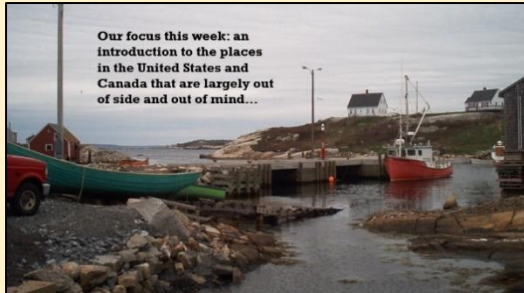
Mar 3 & 5



### *Periphery: Bypassed East, Appalachia, Ozarks*

**Weekly Reading:** *Regional Landscapes*, Chapters 7 (132-146) and 8 (148-165). See this week's "Materials" section in Canvas for other required readings/viewings.

#### Worth Noting: No ACE this week



Our focus this week: an introduction to the places in the United States and Canada that are largely out of side and out of mind...



- **Tuesday, March 4**
  - **Key City Focus:** Halifax
  - **Foundational Issue:** Why is economic development challenging in a place that has not seen much economic development?
  - The challenges of remoteness
  - Discussion related to the businesses that emerge in the remote settings characterizing these regions
- **Thursday, March 6**
  - **Case Study:** The Appalachians

## Spring Break

Week of Mar 10 & 12



**NO CLASS THIS WEEK**  
**ENJOY YOUR WEEK OFF!**

## Week 9

Mar 17 & 19



### *The Changing South/The Southern Coastlands*

**Weekly Readings:** *Regional Landscapes*, Chapters 9 (168-190) and 10 (192-208); See this week's "Materials" section in Canvas for other required readings & viewings.

**Worth Noting: No ACE this week.**

- We will focus this week on discussion of the South.
  - **Key City Focus:** Tampa
  - **Foundational Issue:** What impact might having few cities and many towns have on the development of life in a region?

## Week 10

Mar 24 & 26

**SLD**



### *The Agricultural Core/Great Plains and Prairies*

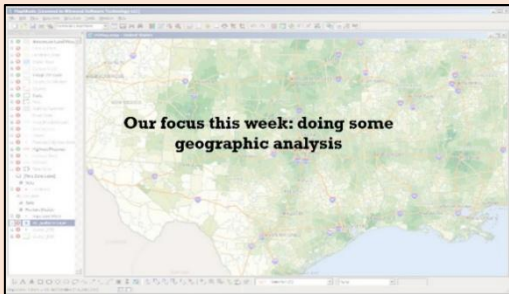
**Weekly Readings:** *Regional Landscapes*, Chapters 11 (210-229), 12 (233-234, 239-249) and 13 (256-277); See this week's "Materials" section in Canvas for other required readings & viewings.

**Worth Noting: No ACE this week. Student-Led Discussion this week (see below)**

- **First Meeting of Week: Student-Led Discussion – The Agricultural Core**
  - **Foundational Issue:** You tell me!
  - Class today will focus on the issues and topics you identify
- **One-page individual paper due at the end of class on Monday**
- **Second Meeting of Week: Regular Discussion – Great Plains & Prairies**
  - **Key City Focus:** Williston, North Dakota
  - **Foundational Issue:** How do you manage development in a place where the economy is marked by "boom" & "bust"?
  - **Case Studies:** 1. Gas Extraction in North Dakota 2. The North American Energy Industry
  - Discussion of resource use and management

## Week 11

Mar 31 & Apr 2



### Project Completion Task

#### Project Time

**Weekly Readings:** None

**Worth Noting:** No ACE this week

- **Monday and Wednesday:** Unstructured, creative project time in both our CSAM lab and our regular classroom (help will be available).

**WORK SESSION ONLY, NO FORMAL CLASS**

## Week 12

Apr 7 & 9



GEOG 3100  
At Home  
Series

#### Pacific Coast and the Southwest

**Weekly Readings:** *Regional Landscapes*, Chapter 14 (282-292) and Chapter 15 (300-306, 310-313, 322-325); See this week's "Materials" section in Canvas for other required readings & viewings.

**Worth Noting:** No ACE this week

- **Key City Focus:** Phoenix
- **Foundational Issue:** What are the advantages and disadvantages of geographically big and small states?
- **Major Class Discussion:** Dividing California
- The multicultural and multinational nature of a multi-faceted region
- Geographic contrasts relating to cities and resources



# Week 15

Apr 28 & 30



## Geographic Literacy in America

**Weekly Readings:** There are only two key reading resources to prioritize for this week, both available via Canvas:

- National Geographic Society: Geography Awareness Poll (2006) (please read the report through to page 12 before class)
- Council on Foreign Relations/National Geographic Society: What College-Aged Students Know About the World (2016) (again, please read at least to page 12)

**Worth Noting: ACE-Week 15 is due this week**

- **Key City Focus:** Albuquerque, New Mexico
- **Foundational Issue:** How and why does geographic knowledge matter for the average person?
- Geographic knowledge and attitudes towards geography
- Overall perspectives on cities, economies, and geography

