

# MAJOR COURSE REVISION FOR GE 5

For Provost's & Associate Provost's  
Office Use  
Effective Term: \_\_\_\_\_

**For GE 4 courses in Basic Communication, Humanities, US Studies, Western Civilization, and World Civilizations; all Diversity courses; and current non-GE courses proposed for GE 5**

PROPOSER'S NAME (print): John Sharp Signature: \_\_\_\_\_

SCHOOL/COLLEGE:  Business  Fine & Performing Arts  Science & Engineering  
 Education  Liberal Arts & Sciences  Honors/Interdisciplinary

DEPARTMENT/PROGRAM: Geography & Environmental Studies

COURSE NUMBER: GEO351 COURSE TITLE: Geography of the United States and Canada

**CURRENT COURSE INFORMATION:** Please attach or enter below the information (course description, credits, attributes, restrictions, pre-/co-requisites) that appears in the [current Undergraduate Catalog](#).

## Revising a GE 3/GE 4 Course for Approval in an Analogous GE 5 Category

GE 3/GE 4 Knowledge and Skills Areas -> -> -> ->	Analogous GE 5 Knowledge and Skills Areas
COMP / Basic Communication	Communication – Written and Oral
GE 3: DIVR Diversity graduation requirement for GE 4-matriculated students	Diversity: Equity, Inclusion, and Social Justice
HUM / Humanities	Humanities
USST / United States Studies	US History and Civic Engagement
WRLD / World Civilizations	World History and Global Awareness
WEST / Western Civilization	

To propose a GE 3/GE 4 or Diversity course for approval in the *analogous* GE 5 category noted in the table above, complete this section and follow the process outlined below.

1. **Identify the proposed GE 5 category:**  Communication – Written & Oral  Diversity: Equity, Inclusion & Social Justice  Humanities  **US History & Civic Engagement**  World History & Global Awareness
2. **Identify any additional course revisions you propose<sup>1</sup>:**

Change course title  Change course description  Change credit hours

Change course restrictions  Change, add or drop pre-/co-requisites

Add or drop Writing Intensive designation  Other (specify): \_\_\_\_\_
3. **[Combine the following documents in a single PDF:](#)**
  - This revision form, which will serve as a cover sheet.
  - A *brief explanation* of how the revised course addresses the GE 5 SLOs.
  - A *brief description* of any additional revisions you propose and the reason(s) for each.
  - A *revised syllabus* that includes the GE 5 SLOs.
4. **Email the revision packet** to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

<sup>1</sup>If the proposed changes affect other programs or departments, please document consultation with their chairs/directors.

Department Chair/Program Director: \_\_\_\_\_ Date: 1 July 2022

## Revising a GE 4 Course for Approval in a *Non-Analogous* GE 5 Category

To propose a GE 3/GE 4 or Diversity course for approval in a *non-analogous* GE 5 category – i.e., a category *other than the one aligned in the table above* – complete this section and follow the process outlined below.

1. **Identify the proposed GE 5 category:**  The Arts  Communication – Written & Oral  Diversity: Equity, Inclusion & Social Justice  Humanities  Mathematics (and Quantitative Reasoning)  Natural Sciences (and Scientific Reasoning)  Social Sciences  US History & Civic Engagement  World History & Global Awareness  World Languages
2. **Identify any additional course revisions you propose<sup>1</sup>:**  
 Change course title  Change course description  Change credit hours  
 Change course restrictions  Change, add or drop pre-/co-requisites  
 Add or drop Writing Intensive designation  Other (specify):
3. **Combine the following documents in a single PDF:**
  - This revision form, which will serve as a cover sheet.
  - A *brief explanation* of how the revised course addresses the GE 5 SLOs.
  - A *brief description* of any additional revisions you propose and the reason(s) for each.
  - A *revised syllabus* that includes the GE 5 SLOs.
4. **Email the revision packet** to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

## Revising a *non-GE* Course for Approval in Any GE 5 Category

To propose a current *non-GE* course for GE 5 approval, complete this section and follow the process outlined below.

1. **Identify the proposed GE 5 category:**  The Arts  Communication – Written & Oral  Diversity: Equity, Inclusion & Social Justice  Humanities  Mathematics (and Quantitative Reasoning)  Natural Sciences (and Scientific Reasoning)  Social Sciences  US History & Civic Engagement  World History & Global Awareness  World Languages
2. **Identify any additional course revisions you propose<sup>1</sup>:**  
 Change course title  Change course description  Change credit hours  
 Change course restrictions  Change, add or drop pre-/co-requisites  
 Add or drop Writing Intensive designation  Other (specify):
3. **Combine the following documents in a single PDF:**
  - This revision form, which will serve as a cover sheet.
  - A *brief explanation* of how the revised course addresses the GE 5 SLOs).
  - A *brief description* of any additional revisions you propose and the reason(s) for each.
  - A *revised syllabus* that includes the GE 5 SLOs.
4. **Email the revision packet** to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

<sup>1</sup>If the proposed changes affect other programs or departments, please document consultation with their chairs/directors.

Department Chair/Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean / Date: \_\_\_\_\_ 7/5/22 Associate Provost / Date: \_\_\_\_\_

Laurel M. Garrick Duhaney

## **(GEO351) GEOGRAPHY OF THE UNITED STATES & CANADA**

- **A brief explanation of how the revised course addresses the GE 5 SLOs.**

***(1) Students will demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation:***

The regional geographic approach allows students to focus on such diverse communities as the Gullah population in South Carolina, the Cajun population in Louisiana, the Mormon population in Utah, and the Tejana population in Texas (with a special focus on Juan Crow policies there), among many others.

***(2) Students will understand the role of individual participation in US communities and government:***

Students write a paper on the electoral politics of a chosen state, generating county level maps and looking at local data sets in order to understand local dynamics and voter participation more fully.

***(3) Students will apply historical and contemporary evidence to draw, support, or verify conclusions:***

Through lectures, readings, and examinations, students will be asked to do this on a host of subjects, including (a) an explanation of how 19th century hydraulic mining techniques in California have created ongoing environmental problems, (b) an explanation of how situation features have allowed Los Angeles to become the largest port and second largest city in the United States despite a site that lacks water or has a decent harbor, and (c) an explanation of why manufacturing rights won out over subsistence rights in early rural New England and how this impacted the economic trajectory of the United States.

- **A brief description of any additional revisions you propose and the reason(s) for each.**

Not applicable.

- **A revised syllabus that includes the GE 5 SLOs.**

See below.

# **(GEO351) GEOGRAPHY OF THE UNITED STATES & CANADA**

## **Course Details**

**Semester:** Fall 2022

**Credit Hours:** 3

**Format:** Seated

**Meeting Times:** Thursday 2:00-3:15 PM

**Location:** Humanities 216

**Pre/Co-requisites:** None

## **Instructor Details**

**Name:** John I. Sharp

**Email:** sharpj@newpaltz.edu

**Office Location:** 131 Science Hall

**Office Hours:** Tuesdays & Thursdays 11:30-1:30

## **Course Description**

Geographical patterns of the natural, economic, social and political features as they interrelate to form the regions of North America.

## **Student Learning Outcomes**

Upon completion of this course, students will be able to:

- Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation (GE 3, 4, 5).
- Demonstrate knowledge of common institutions in American society and how they have affected different groups (GE 3, 4).
- Understand America's evolving relationship with the rest of the world (GE 3, 4).
- Understand the role of individual participation in US communities and government (GE 5)
- Apply historical and contemporary evidence to draw, support, or verify conclusions (GE 5).

## **Reading Materials**

- John Hudson. *Across This Land: A Regional Geography of the United States and Canada, Second Edition*. Baltimore: The Johns Hopkins University Press, 2020.
- Colin Woodard. *American Nations: A History of the Eleven Rival Regional Cultures of North America*. New York: Penguin, 2012.

You are expected to obtain copies of the required books and complete all reading assignments in the course schedule for the primary text (Hudson) prior to the start of each class. There are a series of questions that accompany the Hudson text which are available on the corresponding BlackBoard (BrightSpace) site which indicate the key ideas, places and events that you should be familiar with. There is an electronic copy of the Hudson text in the Sojourner Truth Library, which you have access to any time, if you prefer an electronic version to paper.

## Attendance

Lectures are designed to clarify the material in the textbook and expand upon it where appropriate. Because of the regularly scheduled reading quizzes, it is important that you do not miss class. I will be dropping the three lowest quizzes, so you are essentially granted three unexcused absences (see details below). If you miss class for any reason, it is your responsibility to get the lecture notes from another student in class.

## Grading Information

**Reading Quizzes:** In order to encourage students to read regularly, improve note taking to help retain information, there will be regular low-stakes quizzes on the assigned readings at the start of each class as noted in the class schedule. Quizzes will consist of a few short questions on the assigned readings for which you will be allowed to use any hand-written notes that you have taken (but not open book). If you miss a quiz due to an excused absence, you will be allowed to make it up during office hours. In the case of an unexcused absence, there will be no make-up quiz allowed, but at the end of the semester the three lowest quiz grades will be dropped.

**Exams:** There will be two exams given over the course of the semester, each accounting for 25% of your grade. The second exam will take place during finals week but will not be cumulative. The exams will cover all of the material presented in lecture and in the assigned readings. If there are any potential conflicts with an examination, you should come see me ahead of time. After the exam is given, there are no make-ups allowed without proper documentation from a health center, hospital, or the Dean.

**Term Paper:** The term paper examines cultural patterns that help shape the electoral geography at the state level. The project will be divided into two parts. The first step will be collecting data and making maps for analysis. The second part of the project will involve writing a paper based on the research you have done combined with insights from the *American Nations* text. Specifications and dates will be announced when topics are assigned.

### Assignments and Weight:

- Reading Quizzes 25%
- Mid-Term Exam 25%
- Final Exam 25%
- Term Paper 25%

### Grade Scale (by percentage)

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

### Last Day to Withdraw without Grade Penalty

November 6

## **Campus Policies**

[Note the link embedded in "Campus Policies"]

## **Summary of Topics Covered and Course Schedule**

<b>Date</b>	<b>Lecture (Reading)</b>
Aug. 30 (T)	Introduction <b>no quiz</b>
Sept. 2 (F)	Newfoundland & Maritimes (Chapter 1 & 3)
Sept. 6 (T)	Quebec (Chapter 2)
Sept. 9 (F)	Introduction to Term Paper and <i>American Nations</i> - <b>no quiz</b>
Sept. 13 (T)	New England (Ch. 4)
Sept. 16 (F)	New York & Ontario (Ch. 5)
Sept. 20 (T)	Middle Atlantic (Ch. 6)
Sept. 23 (F)	Southern Appalachians (Ch. 7)
Sept. 27 (T)	Interior Low Plateaus & Ozarks (Ch. 8 & 9)
Sept. 30 (F)	Southeastern Piedmont & Coastal Plain (Ch. 10)
Oct. 4 (T)	Florida Peninsula (Ch. 11)
Oct. 7 (F)	Gulf Coastal Plain & Mississippi Valley (Ch. 12)
Oct. 11 (T)	<b>Fall Break - no class</b>
Oct. 14 (F)	<b>Mid-Term Exam</b>
Oct. 18 (T)	Discussion of <i>American Nations</i> - <b>no quiz</b>
Oct. 21 (F)	Corn Belt (Ch. 13)
Oct. 25 (T)	Lower Great Lakes (Ch. 14)
Oct. 28 (F)	Texas & Southern Plains (Ch. 15)
Nov. 1 (T)	Prairie Wheat Lands (Ch. 16)
Nov. 4 (F)	Term Paper Advising: Individual Appointments - <b>no quiz</b>
Nov. 8 (T)	Term Paper Advising: Individual Appointments - <b>no quiz</b>
Nov. 11 (F)	Southern Rockies & Missouri Plateau (Ch. 17 & 18)
Nov. 15 (T)	Northern Rockies & Columbia Plateau (Ch. 19)
Nov. 18 (F)	Great Basin & Colorado Plateau (Ch. 20 & 21)
Nov. 22 (T)	Upper Great Lakes & Canadian Shield (Ch. 22 & 23)
Nov. 25 (F)	<b>Thanksgiving Recess - no class</b>
Nov. 29 (T)	Far North (Ch. 24)
Dec. 2 (F)	Pacific Northwest (Ch. 25)
Dec. 6 (T)	California (Ch. 26)
Dec. 9 (F)	Hawaii (Ch. 27)
Dec. 20 (T)	<b>Final Exam (12:30-2:30)</b>