**Course Information:**
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>School of Geographical Sciences and Urban Planning</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>GCU</td>
<td>Number</td>
</tr>
<tr>
<td>Number</td>
<td>322</td>
<td>Title</td>
</tr>
<tr>
<td>Title</td>
<td>Geography of the U.S. and Canada</td>
<td>Units: 3</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>If yes, please identify course(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Course description:</td>
<td>Spatial distribution of relevant physical, economic, and cultural phenomena in the United States and Canada</td>
<td></td>
</tr>
<tr>
<td>Allow multiple enrollments:</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Repeatable for credit:</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Primary course component:</td>
<td>Lecture</td>
<td></td>
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<tr>
<td>Grading method:</td>
<td>Student Option</td>
<td></td>
</tr>
<tr>
<td>Offered by:</td>
<td>College of Liberal Arts and Sciences--School of Geographical Sciences and Urban Planning</td>
<td></td>
</tr>
</tbody>
</table>

**Requested designation:** Cultural Diversity in the United States–C

*Note: a separate proposal is required for each designation requested*

**Eligibility:**
Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**
Complete and attach the appropriate checklist
- **Literacy and Critical Inquiry core courses (L)**
- **Mathematics core courses (MA)**
- **Computer/statistics/quantitative applications core courses (CS)**
- **Humanities, Fine Arts and Design core courses (HU)**
- **Social and Behavioral Sciences core courses (SB)**
- **Natural Sciences core courses (SO/SG)**
- **Global Awareness courses (G)**
- **Historical Awareness courses (H)**
- **Cultural Diversity in the United States courses (C)**

**A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

**Contact Information:**
Name: J. Duncan Shaeffer  
Phone: 480-965-3652

Mail code: 5302  
E-mail: shaeffer@asu.edu

**Department Chair/Director approval:** (Required)
Chair/Director name (Typed): Elizabeth Wentz  
Date: 1/30/14

Chair/Director (Signature):
Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12
Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>CULTURAL DIVERSITY IN THE UNITED STATES</strong></td>
</tr>
</tbody>
</table>

1. A Cultural Diversity course must meet the following general criteria:

   The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.

   See highlighted portions on the first three pages of the syllabus, plus the table of contents of the textbook. Specifics and examples are on the following table.

2. A Cultural Diversity course must then meet **at least one** of the following specific criteria:

   a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.

   See highlighted portions on the first three pages of the syllabus, plus the table of contents of the textbook. Specifics and examples are on the following table.

   b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.

   See highlighted portions on the first three pages of the syllabus, plus the table of contents of the textbook. Specifics and examples are on the following table.

   c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.

   *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

   **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
</tbody>
</table>

1. American cultural diversity is a major part of this course--a key component to GCU 322. Historical foundations for this diversity get established, but particularly strong emphasis is given to contemporary cultural diversity in American geographic regions and cities.

Students learn through lectures, reading, and mapping exercises the geographic aspects of U.S. cultures (with historical foundations) and their contemporary locations in larger geographic regions as well as in specific urban areas. In terms of lectures, for example, in the ones that cover Units 2-6, there are numerous--frequent, in fact--times when cultural diversity is mentioned--both historical and current diversity in the U.S., and in larger geographic regions throughout the country as well as in urban areas. In one of the lectures in Unit 3, for instance, (on Appalachia and the South), discussion of the "Cajun Country" focuses on where this region is located and its major towns and what the enduring meaning and significance of this region is to America, and the contributions of this region to contemporary U.S. culture. In another example, one of the lectures in Unit 2 discusses the role of Puerto Rican and Dominican migration in shaping the Hispanic community of the New York metropolitan area from the 1950s through the 1990s and how the migration of these groups (during that time period) See highlighted portions on the first three pages of the syllabus, plus the table of contents of the textbook. Speaking of the textbook, examples of American cultural diversity abound (such as the Caribbean-influenced portions of Florida, the Navajo and Hopi homelands in the Southwest, and the urban cultural diversity that is found in practically all large metropolitan areas in America. These are just a few of the numerous examples in the reading where cultural diversity is covered. There are so many examples of cultural diversity in the textbook that this is indeed one of the primary themes of the book. In GCU 322, students are tested over the American cultural diversity examples in the textbook through a number of reading quizzes. Along with lectures (and their corresponding tests) and mapping (and their corresponding map exercises and quizzes), American cultural diversity is thoroughly covered in the course.
Cultural Diversity [C]
Page 4

continues to impact that metropolitan area and the ever-present ties that exist between New York and the source of the migrants in the Caribbean. How this migration period affects the country as a whole is also discussed. These examples, the "Cajun Country" and the Caribbean Islanders who migrated to the New York City area, are only a couple of the numerous and multitude examples of ethnic diversity in America that are covered in the course lectures. Students are responsible for knowing the lecture material and are tested on it. Students are also tested on American cultural diversity through the textbook (by reading quizzes) and through mapping (by map exercises and quizzes) of the course.

2a. Various cultural groups have contributed enormously to U.S. settlement landscapes, cultural homeland regions, urban cultural neighborhoods, and in understanding the geography of cultural groups within the U.S. All of these are heavily stressed in GCU 322.

2b. The course is based on North American regions, and the cultural diversity that varies between as well as within U.S. geographic regions. All of this diversity gets heavy emphasis in GCU 322.

2a. Students learn through lectures, reading, and mapping exercises the contributions of various cultural groups to the settlement landscapes of cultural homeland regions (such as the African-American South or the Hispanic areas of California's Central Valley), as well as the contributions of cultural groups to urban neighborhoods (such as the various Chinatowns in the U.S. or distinct Polish or Italian sections in some cities). The enduring cultural contributions of these and many, many more groups to the cultural fabric of America (both historically but more importantly contemporarily) gets plenty of air time in the course lectures, in the textbook, and through mapping exercises.

2b. Students learn through lectures, reading, and mapping exercises the comparisons between U.S. geographic regions in terms of cultural diversity--such as the high diversity that exists in urban areas, plus larger regions such as the African-American South and the greater

2a. See highlighted portions on the first three pages of the syllabus, plus the table of contents of the textbook. The continued contribution of diverse cultural groups to America (both in the past, and especially in the present) is heavily emphasized in the lectures, in the reading, and in the mapping exercises of the course. For more detail on course lectures, see the middle column under #1 of this table; for more detail on the reading, see the right column under #1 of this table; and for more detail on the mapping exercises, see the middle column under #2b of this table.

2b. See highlighted portions on the first three pages of the syllabus, plus the table of contents of the textbook. American cultural diversity between regions, as well as within U.S. regions is heavily emphasized in the lectures, in the reading, and in the mapping exercises of the course. For more detail on course lectures,
Southwest (including California and Texas). A number of map exercises and their corresponding map quizzes go over this diversity. For example, one map exercise asks students to identify the most heavily Hispanic areas of the Southwest (not counting the major cities, as urban areas are covered separately) within Arizona, California, New Mexico, and Texas. Then, the students need to label those on a map. Afterward, the students are then quizzed over those locations on a map quiz. Ethnic diversity in America (from the Navajo areas to Caribbean South Florida) is covered through these numerous mapping exercises and quizzes. Students are also tested over American cultural diversity through the lectures (and their corresponding tests) and the textbook (and their corresponding reading quizzes).

see the middle column under #1 of this table; for more detail on the reading, see the right column under #1 of this table; and for more detail on the mapping exercises, see the middle column under #2b of this table.
GCU 322  Geography of U.S. and Canada  3  SB & C

Spatial distribution of relevant physical, economic, and cultural phenomena in the United States and Canada.

Allow multiple enrollments: No

Primary course component: Lecture
Grading method: Student Option

Repeatable for credit: No

Offered by: College of Liberal Arts and Sciences -- School of Geographical Sciences and Urban Planning
GCU 322 GEOGRAPHY OF THE U.S. AND CANADA

ASU--3 credits Fall 2014 71394
MW 3-4:15 pm in COOR L1-10

Read this syllabus carefully & thoroughly, as there is a mandatory quiz on it.

Instructor: Dr. Shaeffer
Email: use the “Send Email” function on Blackboard
Office Hours: Mondays 9:30 AM – NOON or by appointment
Office: COOR 5650

Tech Support: http://help.asu.edu


The book is available in paperback at the ASU Bookstore or may be purchased from online booksellers. The ISBN is 0-47-009826-0. For more information from the ASU bookstore, go to: http://sundevilbookstores.com

6 Units: The topics of the course are divided into 6 units and will be studied in the following order:

1. Physical Foundation of the U.S. and Canada
   - landforms
   - climate
   - water resources
   - vegetation patterns
   - natural resources (other than water)
   - natural hazards
   - energy resources
   - environmental problems
   - future environmental prospects

2. Northeastern U.S. and Eastern Canada
   - early Native American and European contributions
   - agricultural and industrial growth
   - role of transportation
   - becoming the continent’s leading financial region
   - Ellis Island-period migration and growth of ethnic geographic patterns in urban areas
   - centers of power, media, and education
-increasingly larger roles played by Washington and Ottawa (plus Quebec with the Quebecois)
-influx of African-Americans, Hispanics (including Caribbean Islanders), Asians, and urban diversity
-industrial decline and areas left behind, and the rise of the postindustrial economy
-continuation as a magnet region (including recent migration from global sources)

3 Appalachia and the Southern U.S.
-early Native Americans and their lasting impacts
-early European and African-American contributions
-role of natural resources (soil and minerals)
-Ante-Bellum and Post-Bellum cultural and economic factors
-stagnation and economically being “left behind”
-cultural contributions--particularly by African-Americans (focus on New Orleans and the Delta)
-Caribbean Islanders in Florida
-Southern “renaissance” & urban growth
-the “new” Southern & Appalachian economies
-recent ethnic diversity throughout the South

4 Midwest and Great Plains
-early Native Americans--resource impacts
-role of soil & replacement of natural vegetation
-natural hazards (focus on “tornado alley”)
-contributions to the national and global economy
-growth and importance--and diversity--of urban areas
-role of transportation
-decline of the small town
-industrial geography & the new ethnic diversities (in both urban and rural areas)
-new energy landscapes

5 Western U.S.
-enduring role of Native Americans and their strong cultural imprint over large areas
-the long-lasting Hispanic presence--rural and urban--and the role of Hispanic “cultural capitals”
-Mormon settlement impacts
-growth of numerous “Tri-Cultural” areas
-pockets (and impacts) of resource extraction
-transportation and importance of urban areas
-California as a multi-cultural destination--from the gold rush to the present
- significance of WWII and post-WWII impacts
- growth of the wilderness ethic
- California’s role as a continental and global leader (and as a continued magnet for migrants from global sources)

6 Pacific NW and Western Canada
- North America’s contribution to the “Pacific Ring of Fire”
- Native Americans and the Metis
- resource extraction, distant markets, and transportation
- traditional and new energy landscapes
- urban growth, urban diversity, and the rise of “Ecotopia”
- major migration destination—from global sources
- globalization from/to the Pacific NW
- Yukon, Northwest, and Nunavut Territories
- Alaska’s variety—including the Inuit (Eskimo) and Aleut
- Hawaii—America’s most ethnically diverse state

Class Meetings: Class will meet MW from 3-4:15 pm in COOR L1-10 from M August 25 to W December 3. Class will not be held on M October 13 due to ASU’s Fall Break.

Grading:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS*</th>
<th>GPA Calculation</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<td>C</td>
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<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>250</td>
<td>1.0</td>
</tr>
</tbody>
</table>

(*minimum points needed for the grade)

Note: There is no C-, D+, or D- in the ASU grading system. An E grade (failing) is for students who earn less than 250 points. There is no extra credit.

Suggested Reading Schedule from the Textbook (3 chapters every 2 weeks):
August 25-September 8: Chapters 1-3
September 9-22: Chapters 4-6
September 23-October 6: Chapters 7-9
October 7-20: Chapters 10-12
October 21-November 3: Chapters 13-15
November 4-17: Chapters 16-18

Reading Quizzes: There are 6 reading quizzes (1 per unit) worth 30 points each, with the top 5 scores counting towards the final grade. If you take all 6 reading quizzes, the lowest score will be dropped, which also means you may miss 1 without a penalty. **Make-ups are not allowed.**

Each reading quiz will cover material from the Textbook. Read all the text thoroughly to be prepared for the quizzes.

Each reading quiz will be taken online through Blackboard (via the “Units” link) and has 15 multiple-choice questions (worth 2 points each), and you will have **30 minutes to complete it**. To succeed on the reading quizzes, you will need to **be well prepared before downloading them**, because you will not have much time to look up answers within the 30-minute time limit.

Make sure to be very familiar with all of the text before taking the reading quizzes. Do not jump into the quizzes “cold” (without strong prior preparation) -- as that will almost ensure getting a poor reading quiz score. Mark the text, use tabs or “post it” notes, or otherwise delineate the text at key locations -- do what it takes to get good scores on the reading quizzes.

Make sure to complete each reading quiz the first time you download it as the timer starts ticking the first time you start a quiz, and the timer doesn’t stop if you take any “breaks.” All reading quizzes are open for 19 hours, from 5 AM until 11:59 PM (Tempe, AZ time), on the following Tuesdays:

<table>
<thead>
<tr>
<th>Reading Quiz Dates</th>
<th>Text</th>
</tr>
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<tbody>
<tr>
<td>1--T September 9</td>
<td>Chapters 1-3</td>
</tr>
<tr>
<td>2--T September 23</td>
<td>Chapters 4-6</td>
</tr>
<tr>
<td>3--T October 7</td>
<td>Chapters 7-9</td>
</tr>
<tr>
<td>4--T October 21</td>
<td>Chapters 10-12</td>
</tr>
<tr>
<td>5--T November 4</td>
<td>Chapter 13-15</td>
</tr>
<tr>
<td>6--T November 18</td>
<td>Chapter 16-18</td>
</tr>
</tbody>
</table>

Map Quizzes: There are 6 map quizzes (1 per unit) worth 10 points each, with the top 5 scores counting towards the final grade. If you take all 6 map quizzes, the
lowest score will be dropped, which also means you may miss 1 without a penalty. **Make-ups are not allowed.**

Each map quiz will be drawn from a list of map quiz study items, as well as the relevant maps, found under each unit in Blackboard. You'll want to make sure that all of the study items are labeled on the relevant maps to help you prepare for the map quizzes. **To succeed on the map quizzes, get to know the location of the items well--and the location of the items in relation to each other.**

The map quiz study items can be found at a variety of sources. Atlases are a great source (I personally recommend Goode’s World Atlas, now on its 22nd edition); the map collection on the 3rd floor of the Noble Science Library (on ASU’s Tempe Campus) is an excellent resource; and then there’s the internet. However, a word of caution about internet maps: some are excellent & have great reliability (the University of Texas-Austin online map collection is good, as are some other online map collections; Google Earth has some great mapping resources--in addition to its aerial photography), however, other online cartographic sources are quite unreliable, so use caution regarding internet maps.

Each map quiz will taken online through Blackboard (via the “Units” link) and has **10 multiple-choice questions** (worth 1 point each), and you have **10 minutes to complete it.** To succeed on the map quizzes, you will need to be very prepared by having your maps completely and accurately labeled--and well-studied--before downloading the quiz, because you have very little time for the questions within the 10-minute time limit. This will greatly help you to have good map quiz scores, even within the short 10-minute time frame of the quiz.

Make sure to complete each map quiz the first time you download it as the timer starts ticking the first time you start a quiz, and the timer doesn’t stop if you take any “breaks.” All map quizzes are open for 19 hours, from 5 AM until **11:59 PM** (Tempe, AZ time), on the following Thursdays:

**Map Quiz Dates**
1--TH September 11
2--TH September 25
3--TH October 9
4--TH October 23
5--TH November 6
6--TH November 20
Tests: There are 6 tests (1 per unit) worth 50 points each, with the top 5 scores counting towards the final grade. If you take all 6 tests, the lowest score will be dropped, which also means you may miss 1 without a penalty. **Make-ups are not allowed.**

All tests will cover material from the class lectures. At the beginning of each unit, you will be given a golden-colored packet containing the outline of notes for that unit. **Take ample notes over the lectures (you may use the golden-colored packet if you wish), and extensively review those notes, before each test.** Bring a pencil to each test. During the test, you will be allowed to have your golden-colored packet and your pencil with you. You may have no other items with you during the test, and certainly no electronic devices of any kind will be allowed.

Each test will be taken during the first 50 minutes of class (3-3:50 PM) on their scheduled dates and each test has 50 **multiple-choice questions** (worth 1 point each). They will be taken on scantron forms that I provide.

<table>
<thead>
<tr>
<th>Test Dates</th>
<th>Topics Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1--M September 15</td>
<td>Physical Foundation</td>
</tr>
<tr>
<td>2--M September 29</td>
<td>Northeastern U.S. and Eastern Canada</td>
</tr>
<tr>
<td>3--W October 15</td>
<td>Appalachia and the Southern U.S.</td>
</tr>
<tr>
<td>4--W October 29</td>
<td>Midwest and Great Plains</td>
</tr>
<tr>
<td>5--M November 17</td>
<td>Western U.S.</td>
</tr>
<tr>
<td>6--W December 3</td>
<td>Pacific NW and Western Canada</td>
</tr>
</tbody>
</table>

Final Exam: The Final Exam is worth 50 points and it covers specific portions of the textbook (portions to be announced later) and is found under the “Final Exam” link on Blackboard. The Exam is taken online and has 25 **multiple-choice questions** (worth 2 points each), and you have 50 **minutes to complete it.** To succeed on the Final Exam, you will need to be well prepared **before downloading it,** because you will not have much time to look up answers within the 50-minute time limit.

Make sure to complete the Final Exam the first time you download it as **the timer starts ticking the first time you start the exam, and the timer doesn’t stop if you take any “breaks.”** The Final Exam is open anytime starting on November 24, but it expires at 11:59 PM (Tempe, AZ time) on Saturday December 13.

Attendance: Attendance will be taken and points will be deducted for missing class, or portions of class. A very limited number of absences will be allowed and will not result in point deductions, but any beyond that limited number will result in a loss of points at the end of the semester.
**Blackboard Quizzes (for Reading and Map Quizzes)**

READ, and RE-READ the 12 points of this section **VERY CAREFULLY**. These 12 points are very important to your grade!

1. When taking the reading quizzes and map quizzes on Blackboard (as well as the Final Exam) you are not allowed any “retakes” and you will need to complete a quiz the first time you download the questions—**as the timer starts ticking the first time you start a quiz, and the timer doesn’t stop if you take any “breaks.”** You are not allowed to “check out” or look at the questions ahead of time.

2. Do not open additional windows on your computer while taking your quizzes, as that may cause a technical glitch. When you finish your quiz, click “save and submit.” After you do so, your score is recorded automatically. **Check under “Grades” right away to make sure your score was posted.** If something seems amiss, email me within 30 minutes of your quiz attempt (see below).

3. **You will be penalized if you take more than the 30 minutes allowed for the reading quizzes or the 10 minutes allowed for the map quizzes** (or the 50 minutes allowed for the Final Exam). Note that Blackboard quizzes do NOT automatically stop when you reach the time limit—they just keep on going. Usually Blackboard quizzes give you a 1-minute warning, but do not rely on this warning, as various browser and “pop-up blocker” issues sometimes prevent this warning from appearing.

4. Have your browser “status bar” ON to see your elapsed time. For backup, keep track of your elapsed time with a watch or a clock not dependent on your computer. **Not having the 1-minute warning or not being able to see the elapsed time on your computer is no excuse for going over the time limit.** Again, use a watch or clock for backup.

5. Do NOT stop a quiz after you have started it (thinking you’ll resume it later), as **the timer starts ticking the very first time you start a quiz and does not stop if you take any “breaks.”** As mentioned above, you will need to complete all quizzes the first time you download the questions.

6. To avoid going overtime on your quizzes, make sure to **submit your quiz at least 10 seconds ahead of time**, as the submission process for Blackboard quizzes normally takes 6-8 seconds. Even going 1 second
overtime on your quiz will result in a penalty, so make sure to submit your quiz with plenty of time to spare.

7  **The penalty for going overtime on your quizzes is 2 points per minute.** Your quiz score will be deducted 2 points per minute (and a pro-rated deduction for a partial minute) for going overtime on your quizzes.

8  If you exceed the allowed time on your quizzes, an exclamation point (!) will show up under “Grades.” I will later replace that exclamation point with a score that reflects the late penalty. **If technical problems beyond your control cause you to go overtime on your quizzes, email me within 30 minutes of your quiz attempt.** Not being penalized for going overtime--due to technical problems beyond your control--counts as a “reset” for you (see below for explanations of “resets”).

9  **If you have any technical problems with the quizzes (or the Final Exam), email me within 30 minutes of your quiz attempt.** Most technical problems occur with weak internet signals, or not having high-speed internet, or by trying to open up other windows on your computer while taking the quizzes. A strong signal and a fast internet connection are needed for quiz submission. As mentioned above, check under “Grades” right away to make sure your quiz score was recorded.

10  **Occasionally, due to technical problems,** such as using a weak signal, or having a poor internet connection when submitting a quiz, or by opening up additional computer windows, or if you click on the quizzes before you are ready to take them--either accidentally or intentionally--you may see an “in progress” symbol in “Grades.” If you see this symbol, you may need a “reset” for your quiz. **Email me within 30 minutes of your quiz attempt to obtain the reset.** Only I can reset quizzes. While helpful with other matters, the technical support staff at [http://help.asu.edu](http://help.asu.edu) cannot reset quizzes.

11  2 “free” resets are allowed during the course for technical problems. **The 3rd reset, and every reset thereafter, will “cost” you a 5-point deduction on your quiz score.** Resets may only be used for technical problems. **Again, all requests for resets must come within 30 minutes of the quiz or Final Exam attempt.** As mentioned above, also counting as “resets” are occasions when going over the time limit--due to a technical problem beyond your control--does not result in a late penalty.

12  For quiz feedback, the Mondays following reading and map quizzes you may view (only from the reading and map quizzes that were due the previous week) your questions and answers, including correct answers on the ones you missed.
**Keys for Success:**

- **Class Attendance**--Attendance at every single lecture (your biggest key to success).
- **Notetaking**--Take numerous notes during the lectures in preparation for the tests.
- **Reviewing**--Review your notes extensively before each test.
- **Reading**--Read the textbook and supplementary readings thoroughly, mark them accordingly, and review the readings in preparation for the reading quizzes and the Final Exam.
- **Map Studying**--Study all of the map material carefully before taking the map quizzes.
- **Get extra help**--If you need help, please see me during office hours or contact me by email (using the “Send Email” function on Blackboard).

**Notes and Policies:**

- **Email**--Use the “Send Email” function on Blackboard to send me a message. When sending emails, subject lines should be clear and specific. Blank subject lines, or subject lines with words such as “hey,” are unclear and easily mistaken for spam.

  If you use a non-ASU email address, you must connect that to your @asu.edu address, as all email communication from me will go to your @asu.edu address. Make sure your @asu.edu address is active & working. You are responsible for following up if you are concerned you missed a message due to your @asu.edu address not working correctly.

- **Other Technical Issues**--Make sure you have the latest version of the Adobe Acrobat Reader (it’s a free download) so that you can view all PDF files. Make sure that all “pop-up blockers” on your computer are turned OFF, as files in Blackboard may appear in new windows, and “pop-up blockers” may prevent you from viewing those files. In this, as in many other computer/technical issues, please direct all inquiries to [http://help.asu.edu](http://help.asu.edu)

  If the computer and/or internet connection you normally use are not working, then use a different computer and/or a different internet connection. There are computers available with internet at all ASU campuses (in libraries and at specific computing facilities). Public libraries, other public offices, coffee shops, and internet cafes, have computers and internet connections available for your use. In short, there is no excuse for missing quizzes because of computer and/or internet issues.

- **Network Outages**--To see the current operating status of ASU’s network of servers, go to the following link: [http://syshealth.asu.edu/](http://syshealth.asu.edu/) The status of
unscheduled outages, for whatever reason, may also be viewed using the above link. In addition to using the help desk website at http://help.asu.edu you may also call them toll-free at 1-855-278-5080.

Honors Contracts--Students that are members of Barrett, The Honors College, have the opportunity to earn credit for an Honors Contract for GCU 322. Email me for further details.

Disability Accommodations--I will make accommodations for students with limitations due to disability, including learning disabilities. In order to be accommodated for disabilities, students must be registered with the Disability Resource Center (DRC) at ASU. If you fall into this category, I must be contacted by the DRC office no later than August 28, and it is your responsibility to make sure the DRC office contacts me by that date.

Academic Integrity--Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

Syllabus Modifications--I reserve the right to modify the contents of this syllabus. Any changes will be announced in class, on the course Blackboard site, and sent through class-wide emails, and students are responsible for being aware of any such announced changes.

Agreement Policy--Students agree to accept and comply with these requirements by choosing to remain enrolled after learning of these course conditions.

Calendar: Other than the exceptions noted below, class will meet MW from 3-4:15 PM in COOR L1-10 from M August 25 to W December 3 (except Oct. 13). All reading and map quizzes (as well as the Final Exam) must be submitted by 11:59 PM (Tempe, AZ time) on the specified dates. Tests are taken during class on the specified dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>TH August 28</td>
<td>Syllabus Quiz deadline (opens August 25)</td>
</tr>
<tr>
<td>M September 1</td>
<td>no class--Labor Day Holiday</td>
</tr>
<tr>
<td>T September 9</td>
<td>Reading Quiz 1</td>
</tr>
<tr>
<td>TH September 11</td>
<td>Map Quiz 1</td>
</tr>
<tr>
<td>M September 15</td>
<td>Test 1</td>
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<tr>
<td>T September 23</td>
<td>Reading Quiz 2</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td><strong>September 25</strong></td>
<td>Map Quiz 2</td>
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<tr>
<td><strong>September 29</strong></td>
<td>Test 2</td>
</tr>
<tr>
<td><strong>October 7</strong></td>
<td>Reading Quiz 3</td>
</tr>
<tr>
<td><strong>October 9</strong></td>
<td>Map Quiz 3</td>
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<tr>
<td><strong>October 13</strong></td>
<td>no class--fall break</td>
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<tr>
<td><strong>October 15</strong></td>
<td>Test 3</td>
</tr>
<tr>
<td><strong>October 21</strong></td>
<td>Reading Quiz 4</td>
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<tr>
<td><strong>October 23</strong></td>
<td>Map Quiz 4</td>
</tr>
<tr>
<td><strong>October 29</strong></td>
<td>Test 4</td>
</tr>
<tr>
<td><strong>November 4</strong></td>
<td>Reading Quiz 5</td>
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<tr>
<td><strong>November 6</strong></td>
<td>Map Quiz 5</td>
</tr>
<tr>
<td><strong>November 17</strong></td>
<td>Test 5</td>
</tr>
<tr>
<td><strong>November 18</strong></td>
<td>Reading Quiz 6</td>
</tr>
<tr>
<td><strong>November 20</strong></td>
<td>Map Quiz 6</td>
</tr>
<tr>
<td><strong>December 3</strong></td>
<td>Test 6</td>
</tr>
<tr>
<td><strong>December 13</strong></td>
<td>FINAL EXAM deadline (opens April 21)</td>
</tr>
</tbody>
</table>

**Other dates:**
- November 5--course withdrawal deadline (from a single course)
- December 5--complete withdrawal deadline (from all courses)

**Syllabus Quiz:**
The 20-question syllabus quiz has no impact on your grade; however, it is mandatory to take it, as it serves as a “practice” quiz. The syllabus quiz is open until **TH August 28**, expiring at **11:59 PM** (Tempe, AZ time), and is available under the “Syllabus” link. You must receive a 20/20 on the syllabus quiz (and it can be attempted multiple times, unlike the regular quizzes in the course). None of your other quiz grades in the course will be valid unless you receive a 20/20 on the syllabus quiz.
Required Readings--1 Textbook:


Table of Contents:

1. Regions and Themes
2. Geographic Patterns of the Physical Environment
   Environmental Limits Case Study: Water Need: A Matter of Natural Supply and Artificial Demand
3. Foundations of Human Activity
   Perception Case Study: Manifest Destiny
4. Megalopolis
   Urban Fringe Case Study: Queen Anne’s County, Maryland
5. North America’s Manufacturing Core
6. Canada’s National Core
7. The Bypassed East
8. Appalachia and the Ozarks
9. The Changing South
   Old South Agricultural Case Study: The Yazoo-Mississippi Delta
10. The Southern Coastlands: On the Subtropical Margin
    Cultural-Economic Case Study: Latin America in Florida
11. The Agricultural Core
    A Village Case Study: Clarksville, Iowa
    Technology Case Study: The Dorr Farm, Marcus, Iowa
12. The Great Plains and Prairies
13. The Empty Interior
    Natural Hazards Case Study: The Yellowstone Fires
    Settlement Case Study: Moab, Utah
14. The Southwest Border Area: Tricultural Development
    Urban Case Study: San Antonio, the Mexican-American Cultural Capital
    Cultural Geography Case Study: The Hopi Reservation
15. California
    Physical Case Study: Plate Tectonics and the Ring of Fire
    Political Case Study: Dreaming of a Divided California
16. The North Pacific Coast
    A Land-Use Case Study: Alaskan Land: Who Is It For?
17. The Northlands
18. Hawaii