

**Geography 2302: Geography of North America**  
**May 20-June 26, 2020**

Summer I: Online Course/Independent Study  
Delivery Method: Blackboard

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**Behavioral and Social Science Administration:** Office Phone 432 837-8157 *\*You can call this number or you can also email me anytime. Because this is summer, there is not always someone in the BASS office, email is the most effective way to reach me.*



### **Introduction**

Welcome to North American Geography, or Turtle Island! Geography is the study of how the environment influences human society and how humans adapt to and change the physical environment. In this course, we survey the diverse regions of North America, and consider how forces like environmental processes, politics and culture develop these geographies. We will highlight major themes that contribute(d) to regional formations in the North America: Indigenous nations of North America, colonial settlement, slavery, immigration, climate change, border policies, citizenship, and political movements.

### **Student Learning Outcomes**

- Understanding of human-environment relations in the North American continent and the era of the Anthropocene
- Acquisition of a geographical perspective on the North America's diverse nations and territories, the movement of peoples and regional landscapes
- Founding of North American geography with Indigenous Nations
- Comprehension of basic physical geography phenomenon (geomorphology, tectonic activity, climate systems and variance, trophic cascades, etc.)
- Comprehension of fundamental human geography concepts and theories, e.g., political formations, human migration (forced and voluntary), hegemony and resistance, the land ethic, borders, citizenship, etc.
- Understanding and creation of maps and spatial narratives

- Development of research skills:
  - Primary research sources
  - Secondary geography sources (popular and academic)
  - Written analysis
  - Cartography (historical/contemporary maps, Google Earth and G.I.S.)
- Analyze meta queries: What are the human forces that create regions? How is identity derived from geography? What are the relationships between power and place?

### The Americans with Disabilities Act

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832, Telephone Number 432-837-8203.

### Plagiarism

Plagiarism will not be tolerated at any level. **\*\*If I observe cheating--specifically students copying each other's answers, both students will be penalized and receive zeros for that module. That immediately takes you out of the running for an A.\*\***

### Texts

No textbook is required to purchase. Instead, all readings have been made into PDFs and are available on the course Blackboard site. We will be reading a diversity of sources (detailed below). All readings are in module folders for that week and **required** to pass that week's assessment.

### Projects and Assessment

**Breaking headline: NO EXAMS!**

In this course, I am grading you on **full completion** of each week's assignments on time (**\*missing components and last-minute emails with no goods is NOT a wise move**). This is a summer critical geography course, which means I am grading you all on your ability to take in diverse information in several mediums:

- lecture power point (ppt),
- readings (both popular and academic geographic articles),
- media clips and films,

- your critical writing to questions and original essays, and
- interactive maps by geographers and your own cartography.

### Assignment Deadlines and Submission Details

Each week's assignments take a minimum of 6-8 hours; for weeks with map making (Module 2, 3), add on at least 3 extra hours.

Assignments are due by midnight of that week's deadline, CST. You will upload the assignments on Blackboard. Assignments for each module are found in that Module folder. You upload the assignment to Blackboard and here is online help:

<https://wiki.umbc.edu/pages/viewpage.action?pageId=24477796>

**Note on work management:** Waiting until the last minute to complete work is just going to give yourself a nervous breakdown. I highly recommend reviewing everything required of you for that week's module on Friday and then you have 6 days to organize your time and do the assignments at your own pace, contact me for questions, deal with technology issues, etc. You should note how long it takes for you to read the PPT and readings, which modules have documentary viewings, map-making (Module 2 and 3) and what technology you will need to complete the assignment. **Again, waiting until the deadline night will not give you enough time and because I give you a week to plan as professionals, the last-minute excuses will ring hollow.** Mark your calendars: Every Thursday by midnight CST is your deadline for that module (see calendar below).

I respect you all as adult scholars and humans with work, family, life—many commitments. At the same time, you have registered and committed to a summer course. **This format offers you considerable flexibility, and with that trust are expectations of on-time, thoughtful, complete work.** Always email if you have questions about an assignment, if you get stuck making your map or if links are down. I am here for you, as you are here for your career. Invest in yourself and produce high quality work!



### Grading

There are five weeks in Summer 1 and five modules. Complete, well-done work for each module is all you have to do for this course. Each module is worth 100 points. I deduct points for: missing components, copy and paste answers, lack of showing your

critical analysis, and lack of engagement with materials. Your grades will be posted on Blackboard and you can keep track of your progress under “My Grades” with each assignment you upload.

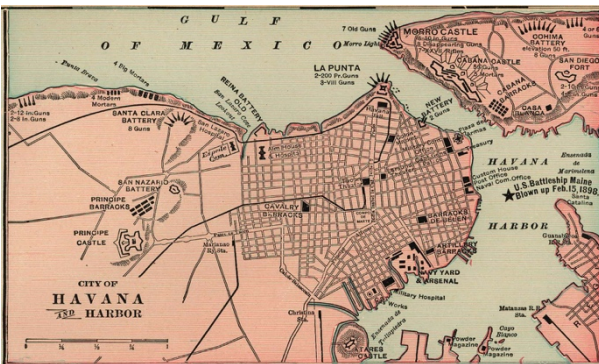
Late is a serious matter and will require a professor-to-student conversation. We have very quick turn over for final grades, I cannot make exceptions. You must make your assignments a priority. You have an entire week to organize time and space.

**\*\*If I observe cheating--specifically students copying each other's answers, both students will be penalized and receive zeros for that module. That immediately takes you out of the running for an A.\*\***

The materials are diverse and show not only a spectrum of North American geography, culture, politics and ecology; but are also **examples of college level scholarship and major contributors to the debates in this field.** We are examining primary and secondary sources, and popular and academic writers.

### Types of Course Materials

**Primary sources** provide direct first hand evidence about a geography, person, event, etc. They can be historical or current, and can be letters, law, policy, declarations, manifestos, data, maps, interviews, surveys, audio or video recordings, experiments, etc. **Secondary sources** interpret, explain, describe, evaluate, summarize, etc. the primary source. In a way, everything you write for me is a secondary source, EXCEPT the map you create. When I analyze your map and what I write about your map is a secondary source, but your map is a primary source. Sources that have a layer of interpretation, analysis, etc. are a secondary source. Being a college student is essentially taking primary data and creating secondary analysis.



**Popular geography** articles are those that contain natural and social science information, but are written for the general public. You don't have to be a college geography student or professor to deal with the language. We take the complex theory and translate it out of the disciplinary specific language for everyone to read. Examples are *Scientific American*,

*National Geographic*, *The Guardian*, etc. and selections from books in this course: 1491: *New Revelations of the Americas Before Columbus* by Charles Mann and others.

**Academic geography** will be the most complex readings: they will have a theoretical framework, data and analysis and are written with geography language at a college reading level. These articles are reviewed by other scholars in the field before publication and published without compensation. Examples include *Annals of the Association of American Geographers*, *Antipode*, *Environment and Planning D*, etc.

It's **your job** to intellectually engage each source I have selected—you will be inspired by some readings, and you won't like others. But that's not my objective, professors aren't chefs trying to please your palate ☺ We are here to make you think and work out your brain like a coach. Stretch your mental pre-conceptions, biases and comfortability. Trust me, you will come out of these five weeks ready for action!

### Point System

Module 1: 100 points  
Module 2: 100 points  
Module 3: 100 points  
Module 4: 100 points  
Module 5: 100 points

### Final Grade Tally

450-500 points: A  
400-449 points: B  
350-399 points: C  
300-349 points: D  
Below: Failing Grade

### Citations

**Every essay requires all sources used to be cited in APA format at the end of the essay.**

In the module schedule below, I have already put those sources in APA format. But here is also an online guide for APA in every possible source (websites, blogs, interviews, articles, books, etc.). It is important when you make an argument or analysis to share your sources.

**APA Formatting and Style Guide. Purdue Online Writing Lab:**

<https://owl.english.purdue.edu/owl/resource/560/07/>

## Module Schedule

*\*Course begins May 20, 2020*

### MODULE 1: Introduction to North American Human and Physical Geography

#### LECTURE PPT CONCEPTS:

Physical and human geography, spatial analysis, regions, cartography, sovereignty, nation, state, territory, citizenship, plate tectonics, geomorphology, formation, erosion, climate, weather, coordinates (latitude/longitude), solar radiation, trophic cascade, land ethic, human footprint

#### READINGS

##### I. Physical Geography:

- Academic Geography
  - Baron, J.S., D. Theobald, and D. B. Fagre (2000) Management of Land Use Conflicts in the United States Rocky Mountains *Mountain Research and Development*, 20(1):24-27.
  - González-Abraham C, Ezcurra E, Garcillán PP, Ortega-Rubio A, Kolb M, Bezaury Creel JE (2015) The Human Footprint in Mexico: Physical Geography and Historical Legacies. *PLoS ONE* 10(3): e0121203.

##### II. Human Geography:

- Academic Geography
  - Leopold, A. (1949) *The Land Ethic from A Sand County Almanac*. New York: Oxford University Press.

#### ASSIGNMENTS

1. Writing Analysis and Film Guide/Interactive Map (all on one Word Doc)

***DEADLINE FOR MODULE 1 ASSIGNMENTS: Thursday May 28, Midnight CST***

### MODULE 2: Indigenous North America and Sacred Geography

#### LECTURE PPT CONCEPTS:

Indigenous, settler, mythologies/narratives, sacred geography, imperialism/racism

#### READINGS

- Popular Geography
  - Deloria, Jr., V. 2003. Sacred Lands and Religious Freedom. *The Sacred Land Reader*. Sacred Land Film Project of Earth Island Institute. Retrieved from <http://www.sacredland.org/home/resources/tools-for-action/reports-and-guidelines/sacred-land-reader/index.html>

- Editors. 2004. Indigenous Geography as Discipline Arrives. *Indian Country Today* Retrieved from <https://indiancountrymedianetwork.com/news/indigenous-geography-as-discipline-arrives/>
- Mann, C. 2005. Selections from *1491: New Revelations of the Americas Before Columbus*. New York: Alfred P. Knopf.

### ASSIGNMENTS

1. Writing Analysis
2. Map Assignment 1, Pt. A: Google Earth Tour; Pt. B Download Google Earth

**DEADLINE FOR MODULE 2 ASSIGNMENTS: Thursday June 4, Midnight CST**

## MODULE 3: Home Space Geographies: People Movements Across Space, Hegemony and Resistance

### LECTURE PPT CONCEPTS:

3 theories on migration, hegemony, movement, assimilation, segregation/red-lining, homespace, core-periphery

### READINGS

- Primary Source
  - Front de Libération du Québec (FLQ). Message of the Front de Libération du Québec, April 1963. FLQ: Un Projet Revolutionnaire, Texts assembled by R. Comeau, D. Cooper, and P. Vallières. VLB Éditeur, Montreal, 1990. Translated: for marxists.org by Mitch Abidor.
- Popular Geography
  - Rothstein, R. (2015). From Ferguson to Baltimore: The Fruits of Government-Sponsored Segregation. Economic Policy Institute. Retrieved from <http://www.epi.org/blog/from-ferguson-to-baltimore-the-fruits-of-government-sponsored-segregation/>
- Academic Geography
  - Blomley, N. (2003). Law, Property, and the Geography of Violence: The Frontier, the Survey, and the Grid. *Annals of the Association of American Geographers*, 93(1), 121–141.
  - Brown, V. (2012). *Slave Revolt in Jamaica: 1760-1761, A Cartographic Narrative*. **Interactive web-based map**. Harvard University. You will visit each of these pages:
    - Homepage: <http://revolt.axismaps.com>
    - Project: <http://revolt.axismaps.com/project.html>
    - Map: <http://revolt.axismaps.com/map/>
    - Sources: (note the selection of primary sources that Dr. Brown used, always good way to analyze a map by seeing the sources material and this one has a lot!) <http://revolt.axismaps.com/sources.html>

- Canadian-American Center (2005). *Explanatory maps of Saint Croix & Acadia: Acadian Deportation, Migration, and Resettlement*. **Interactive web-based map**. The University of Maine.
  - All information is on this page: <https://umaine.edu/canam/publications/st-croix/acadian-deportation-migration-resettlement/>
  - Again, scroll to the bottom and look at the source materials in your analysis.
- Köstler, M. (2014) Migrating Literature: Zachary Richard's Cajun Tales, *European journal of American studies* [Online]9, 3.  
Retrieved from  
<http://ejas.revues.org/10421>

### ASSIGNMENTS

1. Writing Analysis: Readings, Interactive Maps and Short Documentary
2. Map Assignment 2: Map Tour of Your Home Space Geography

**DEADLINE FOR MODULE 3 ASSIGNMENTS: Thursday June 11, Midnight CST**

## MODULE 4: Climate Change and Political Ecology in North America

### LECTURE PPT CONCEPTS:

Climate change, political ecology, Arctic, sustainability, sovereignty

### READINGS

- Primary Source
  - Intergovernmental Panel on Climate Change. (2018). Global Warming of 1.5°C. Summary for Policymakers. IPCC, Switzerland.
- Academic Geography
  - Thompson, R., R. Ahtuanguaruak, C. Cannon, and E. Kingik. (2012). We Will Fight to Protect the Arctic Ocean and Our Way of Life. 301-334. *Arctic Voices: Resistance at the Tipping Point*. Ed., S. Banerjee. New York: Seven Stories Press.

### ASSIGNMENTS

1. Writing Analysis: Readings, Interactive Climate Change Data/Maps and Documentary (all on one Word Doc)

**DEADLINE FOR MODULE 4 ASSIGNMENTS: Thursday June 18, Midnight CST**

## MODULE 5: Spatial Fix, Migration, Detention and Border Geographies

### LECTURE PPT CONCEPTS:

Migration, border, spatial fix, alienation, labor, surplus value, detention, for-profit incarceration, capitalism/socialism/oligarchy/Marxism



## READINGS

- Academic Geography
  - Harvey, D. 2002. Globalization and the 'Spatial Fix' *Geographische Revue*. 2: 23-30.
  - Hernandez, D. M. 2008. Pursuant to Deportation: Latinos and Immigrant Detention. *Latino Studies* 6:35-63.
  - Herod, A. 1997. From A Geography of Labor to Labor Geography: Labor's Spatial Fix and Geography of Capitalism. *Antipode*.
  - Mountz, A. and Coddington, K. and Loyd, J. and Catania, R. T. 2012. 'Conceptualizing detention : mobility, containment, bordering, and exclusion.', *Progress in human geography* 37 (4). pp. 522-541.
- Popular Geography
  - Misra, T. 2019. "What's the real link between crime and immigration?" *Citylab*. February 6. <https://www.citylab.com/equity/2019/02/crime-immigration-city-migrants-refugees-state-of-the-union/582001/>
  - Desjardins, L., J. Barajas and D. Bush. 2018. "My son is not the same": New testimony paints bleak picture of family separation. *PBS News Hour* July 5. <https://www.pbs.org/newshour/politics/my-son-is-not-the-same-new-testimony-paints-bleak-picture-of-family-separation>

## ASSIGNMENTS

1. Critical Essay (with APA Citation Page)

**DEADLINE FOR MODULE 5 ASSIGNMENTS: Thursday June 25, Midnight CST**

**FINISH LINE, YOU DID IT!**