

San José State University
Department of Urban & Regional Planning
Course # 47945, GEOG 140 The United States, Section 80, Fall 2022

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Office Hours: Mondays 11:30-1:30 on Zoom at <https://us02web.zoom.us/j/89068710656>
Class Days/Time: Online asynchronous (no assigned course meetings)
Classroom: Canvas
Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better, completion of Core General Education, and upper division standing (60 units). Completion of, or co-registration in, 100W is strongly recommended
GE/SJSU Studies: Area S: Self, Society & Equality in the U.S.

Course Description

Geography of the U.S. emphasizing the continuing changes of America's places and regions. Themes include environmental, culture, economic, and social geographies at community, regional and national scales (3-units).

Course Format

This course is taught entirely online in an asynchronous format which means there are no scheduled meetings on Zoom. Students are required to have an electronic device (laptop, desktop or tablet) with internet access. SJSU has a free equipment loan program available for students. New course modules can be found on the Canvas Learning Management System at <http://sjsu.instructure.com> each Monday morning. Students are responsible for regularly checking the website for announcements and updates.

Course Goals

The United States is experiencing some of its most important challenges, changes, and debates in many decades. A geographic perspective is crucial to better comprehending and contributing to such pressing challenges as climate change, health and health care, xenophobia, and socio-economic inequalities. In this course, students will learn approaches to comprehending the geographic diversity, patterns, and connections of the United States and its subregions. The class will address these at phenomena at different scales (from local, regional, national, and to international), and across different themes (including environment, history, politics, race, gender, and economics). The class materials show the complex environment-society interrelationships of place. By critically studying the diverse geography of the United States, this course examines how space is not inevitable or pre-determined, but rather the product(s) of active choices, connections, and changing contexts.

GE Learning Outcomes (GELO) (Delete if not applicable)

SJSU Studies Area S students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures.

Upon successful completion of this course, students should be able to:

- *GELO 1: describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;*

Discussion 1 assesses how identities are shaped by cultural and societal influences within contexts of equality and inequality.

- *GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;*

Discussion 2 examines the processes producing diversity, equality and structured inequalities using the Bay Area as a regional case.

- *GELO 3: describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).; and*

Discussions 3 describes the social actions which led to greater racial equity and social justice in the United States and Discussion 4 does the same for gender equity and social justice.

- *GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.*

In Discussion 5 students explain the constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. using an example of human health.

Required Readings

Textbook (less than \$20 for an e-book)

Hardwick, Susan, Fred Shelley and Don Holtgrieve (2012) *Geography of North America, The: Environment, Culture, Economy*, 2nd Edition, Pearson.

Other

In addition, the course will utilize ESRI's online maps at <https://arcgisonline.com> frequently. Also, students will watch multimedia and documentaries using Kanopy, a free streaming service accessed using your SJSU One login. <https://www.kanopy.com>

Course Assignments

Students in this course will be assessed through multiple assignments. Assignments are described below:

- Several 500-word **current events** essay prompts, **review articles**, and **discussion forums** will demonstrate comprehension of assigned readings and films on the topics of diversity, equity, and inclusion throughout the term. Writing samples and rubrics will be available on Canvas.
- An **introductory briefing** will be a written overview (750-words) on an important value to cultural identity and research historical evidence, status, and different values or policy positions. You will come to an equity conclusion that is a recommendation for action, or a set of options for decision makers, or what further research is needed on this topic.
- Find a **toponym** (the name of places/roads/items that appear on the map) using ArcGIS Online that corresponds to a nearby natural and cultural features. Research the site history in terms of environment, society or economics and explain in 750-words the cultural influence this name had on the place in its history and if this name is still relevant today.

- **Map Analysis** – A step-by-step ArcGIS mapping exercise of spatial change of East Coast demographics and socioeconomics is posted to the Canvas module. The exercise visualizes the historic ethnic and racial residential settlement and the policies that reinforced inequities.
- **Midterm** This exam will be open book and consist of multiple-choice questions, short answer questions, and essay questions covering Chapters 1-8 from the textbook.
- **Map** This will be a map-making assignment using ArcGIS Online to trace the patterns and spatial relationships of Latinx communities in Los Angeles County over time. Refer to the step-by-step cartography laboratory exercise instructions provided on Canvas.
- The **final** paper should be a minimum of 1,500 words (about 4-5 double-spaced pages) that covers one specific theme based on any of textbook chapters covered this term (for example, cities, or language, or politics), and covers one specific geographic area of your choosing. Your writing will explore the intersection of theme + area by providing a specific example. A sample paper and writing rubric will be provided on Canvas

Assignments	Due	Percentage	Learning Objectives
Introductory briefing	Aug 26	5	GELO 1
Toponym	Sep 7	5	GELO 2
Map Analysis	Oct 7	5	GELO 3
Map Making	Nov 16	5	GELO 1 and 2
Current Event	Varies	5	GELO 1 and 4
Review Articles (2)	Varies	10	GELO 1 and 2
Discussions (5)	Varies	25	GELO 1, 2, 3, 4,
Midterm	Oct 21	15	GELO 1, 2, and 3
Final Paper	Dec X	25	GELO 1, 2, and 3

SCALE:

A plus = greater than 97%

A = 94-96%

A minus = 90-93%

B plus = 87-89%

B = 84-86%

B minus = 80-83%

C plus = 77-79%

C = 74-76%

C minus = 70-73%

D plus = 67-69%

D = 60-66%

D minus = 51-59%

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. In keeping with this policy, and to making grading responsive. All assignments are due as stated on the Course Schedule and Canvas. Please save all your work until after you have checked your final course grade.

Course Requirements and Assignments

SJSU classes are designed such that to be successful, it is expected students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments (35%)

Students will complete a range of assignments for which details will be provided. These include an introductory brief, a current event, a toponym, a map analysis, a map, and two reading reviews. Refer to the course schedule for more detail and also more detailed instructions posted to the Canvas modules.

Discussion (25%)

Students are able to choose five of the course topics to respond to an online discussion forum prompt connecting readings to a current event.

Midterm Exam (15%)

The Midterm Exam will be online, open book, and consist of several multiple-choice questions, several short answer questions, and several essay questions covering Chapters 1-8 of the textbook.

Final Paper (25%)

For your final paper, you will write 1,500 words (about 4-5 double-spaced pages) that covers one specific theme based on any textbook chapters (for example, cities, or language, or politics), and also covers one specific geographic area. Your writing will explore this theme and area by providing a specific example. This example can be an issue that you are interested in, or it could be an experience that you personally are familiar with. As noted in the syllabus, the paper will be 20% of your overall grade. You should *not* just describe any example(s) discussed in the textbook but instead add *new* information, and it will likely be helpful for you to do some research online via the SJSU MLK library website.

Grading Information for GE

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students. Area S courses have a minimum of 3,000 words of writing in a language and style appropriate for the discipline.

Academic Dishonesty

Plagiarism in any form is unacceptable and will merit a 0 for the assignment. Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

GEOG 140 The United States Course Schedule

This schedule is subject to change with fair notice so please refer to Canvas often for announcements.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/19 - 8/21	INTRODUCTION Review the syllabus and familiarize yourself with Canvas site
2	8/22 - 8/28	WHY GEOGRAPHY MATTERS TO THE UNITED STATES TODAY <u>Readings:</u> Sommer, Lauren (2020) 'To Manage Wildfire, California Looks To What Tribes Have Known All Along,' 4 mins audio, or text; https://www.npr.org/2020/08/24/899422710/to-manage-wildfire-california-looks-to-what-tribes-have-known-all-along Summers, Brandi (2020) 'What Black America Knows About Quarantine,' <i>New York Times</i> , May 15, 2pp. Marston et al. (2018) "The United States and Canada," in <i>World Regions in Global Context</i> , Pearson, 223-257. Discussion 1: describe how identities are shaped by cultural and societal influences within contexts of equality and inequality using examples from the assigned readings
3	8/29 - 9/4	CALIFORNIA <u>Readings:</u> Hardwick et al., Chapter 8: California, 284-301. Walker, Richard and Suresh Lodha (2013) 'Land & People' (17-23), in <i>The Atlas of California</i> , Berkeley: University of California Press. Selby, William (2019) 'Native Americans,' in <i>Rediscovering the Golden State</i> , Hoboken: Wiley, 301-307. KQED (2018) 'Indigenous Sovereignty: One Land Plot at a Time,' 4 mins, https://www.youtube.com/watch?v=h8HHoFZ3fXY Brahinsky, Rachel and Alexander Tarr (2020) 'Introduction,' <i>A People's Guide to the San Francisco Bay Area</i> , 1-8. Dodd, Douglas (2009) 'Legacy of Conquest and Trails Twenty Years Later: Public Historians and the New Western History,' <i>The Public Historian</i> 31(4): 67-70. Pulido, Laura, Laura Barraclough and Wendy Change (2012) 'Introduction,' <i>A People's Guide to Los Angeles</i> , 11-18. Introductory Briefing – You will study and write 750-words on an important cultural value and research historical evidence, status, and different values or policy positions. You will conclude with a recommendation for action, or a set of options for decision makers, or what further research is needed
4	9/5 - 9/11	9/5 Labor Day Holiday

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>CALIFORNIA CONTINUED</p> <p><u>Readings:</u> Selby, William (2019) ‘Californians and Fire,’ in <i>Rediscovering the Golden State</i>, Hoboken: Wiley, 159-161. Lightfoot, Kent and Otis Parish (2009) ‘Why California Indians Matter,’ 8-13, and ‘The First Fire Managers,’ 94-123, in <i>California Indians and Their Environment</i>, Berkeley: University of California Press. Walker, Richard, and Richard Florida (2018) ‘Interview: The Dark Side of the Silicon Gold Rush,’ Bloomberg CityLab, July 3, https://www.bloomberg.com/news/articles/2018-07-03/author-richard-walker-on-pictures-of-a-gone-city Cadillac Desert, selections https://www.youtube.com/watch?v=hkbebOhnCjA</p> <p>And one or more of: PBS (2017) ‘Why the Giant Sequoia Needs Fire to Grow,’ 2:44, https://www.youtube.com/watch?v=lmNZGr9Udx8 National Geographic (2010) ‘Giant Sequoias Need Fire,’ 2:54, https://www.youtube.com/watch?v=1pp5k9tbM_Q Forest Service (2018) ‘Good Fire: Prescribed Burning,’ 2:41, https://www.youtube.com/watch?v=E542gY7uR0s</p> <p><u>Explore Maps:</u> Native Peoples and Languages, San Francisco and Monterey Bays ca. 1700 https://baynature.org/wp-content/uploads/2016/03/BN_NativePeoplesMap_PRINT_030716.jpg ESRI (2020) Animated Maps: California Wildfires from 1910-2019, 2 mins, https://www.youtube.com/watch?v=o58Te06fOkw California Fire Perimeters 1878 – 2019 https://www.arcgis.com/home/webmap/viewer.html?useExisting=1&layers=6fd0d8d6f47d414da7bcb1dcd0539999 Native American Heritage Commission Digital Atlas https://www.arcgis.com/home/webmap/viewer.html?webmap=cb0c5b57ea0e465abf2469277fa46cdd Federal Recognition of Coastal Tribal Lands https://www.arcgis.com/home/webmap/viewer.html?webmap=707b9fcbc9c9469a9151b1611ce7664e</p> <p>DUE : Toponym – Search any place of interest in California using ArcGIS Online. Look for a toponym (the name of places/roads/items that appear on the map) that corresponds to a nearby natural and cultural features. Research and explain in 750-words the cultural influence this name had on the place in its history and if this is still relevant today.</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
5	9/12 - 9/18	<p>PHYSICAL GEOGRAPHY OF THE UNITED STATES</p> <p><u>Reading:</u> Hardwick et al., Ch.2: North America’s Environmental Setting, 17-41.</p> <p>Schlosberg, David (2018) ‘Environmental (in)justice,’ in Castree, Noel, Hulme, Mike, & Proctor, James D. (eds) (2018). <i>Companion to Environmental Studies</i>, London: Routledge, 629-634.</p> <p>Hanna-Attisha, Mona (2019) What the Eyes Don’t See, March 5, 27:59 https://www.youtube.com/watch?v=PasD9CZJZPM</p> <p>Kosek, J. (2006) ‘Racial Degradation and Environmental Anxieties,’ in <i>Understories: The Political Life of Forests in Northern New Mexico</i>, Durham: Duke University Press, 144-164.</p> <p>Borunda, A. (2018) ‘Climate Impacts Grow, and U.S. Must Act, Says New Report,’ National Geographic, November, https://www.nationalgeographic.com/environment/2018/11/climate-change-US-report0/</p> <p>GFN (2015) State of the States: A New Perspective on the Wealth of Our Nation, Global Footprint Network.</p> <p>(2019) ‘Green New Deal,’ HR 109, https://www.congress.gov/116/bills/hres/109/BILLS-116hres109ih.pdf</p> <p>Chose at least 1 of the following:</p> <p>Taken for a Ride, 56 mins, 1996 https://sjsu.kanopy.com/video/taken-ride</p> <p>Future of Energy, 65 mins, 2015 https://sjsu.kanopy.com/video/future-energy</p> <p>Catching the Sun, 75 mins, 2016 https://sjsu.kanopy.com/video/catching-sun</p>
6	9/19 - 9/25	<p>INDIGENOUS GEOGRAPHIES</p> <p><u>Readings</u> Dunbar-Ortiz (2014) ‘Introduction: This Land,’ <i>An Indigenous Peoples’ History of the United States</i>, Boston: Beacon Press, 1-14.</p> <p>‘1491’ Explores the Americas Before Columbus,’ NPR, 8 min audio, or text: https://www.npr.org/2005/08/21/4805434/1491-explores-the-americas-before-columbus</p> <p><u>Explore Map:</u> https://native-land.ca/</p> <p><u>Optional:</u></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Butzer, Karl (2010) 'Retrieving American Indian Landscapes,' in <i>The Making of the American Landscape</i>, 2nd Edition, ed. M. Conzen, New York; Routledge, 32-57.</p> <p>Palmer, Meredith (2020) 'Rendering Settler Sovereign Landscapes: Race and Property in the Empire State,' <i>Society and Space</i>, 19pp.</p> <p>THE US BEYOND NORTH AMERICA: ISLANDS, TERRITORIES, BASES</p> <p><u>Readings:</u> Hardwick et al., Ch.17: Hawai'i and the Pacific Islands, 323-339. Szalai, Jennifer (2019) 'How to Hide an Empire' Shines Light on America's Expansionist Side,' <i>New York Times</i>, Feb. 13.</p> <p>Explore Map: https://www.basenation.us/maps.html</p>
7	9/26 - 10/2	<p>HISTORICAL GEOGRAPHY OF THE UNITED STATES</p> <p><u>Readings:</u> Hardwick et al., Ch.3: Historic Settlement of North America, 43-68. Wrobel, David (2004) 'What on Earth has Happened to the New Western History,' <i>The Historian</i> 66(3):437-9. Limerick, Patricia (1991) 'What on Earth is the New Western History,' in <i>Trails: Toward a New Western History</i>, ed. Limerick et al., Lawrence: University Press of Kansas, 81-88.</p>
8	10/3 - 10/9	<p>THE SOUTH</p> <p><u>Readings:</u> Hardwick et al., Ch.9: The Inland South, 171-187. Hardwick et al., Ch.10: The Coastal South, 189-203.</p> <p>ALASKA, AND THE PACIFIC NORTHWEST</p> <p><u>Readings:</u> Hardwick et al., Ch.16: The Pacific Northwest, 323-339. Cappellano, Francesco, Kathrine Richardson, and Laurie Trautman (2020) 'Cross Border Regional Planning: Insights from Cascadia,' <i>International Planning Studies</i>, 1-5. Hardwick et al., parts of Ch.18: The Far North, 341-357.</p>
9	10/10 - 10/16	<p>THE NORTHEAST & EAST COAST</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><u>Reading</u> Hardwick et al., Ch.5: The Atlantic Periphery, 91-107. Hardwick et al., Ch.7: Megalopolis, 129-148.</p> <p>DUE: Map Analysis – A step-by-step ArcGIS mapping exercise of the East Coast is posted to the Canvas module. The exercise looks at historic ethnic and racial residential settlement and the policies that reinforced inequities.</p>
10	10/17 - 10/23	<p>GREAT LAKES AND CORN BELT</p> <p><u>Readings:</u> Hardwick et al., Ch.8: The Great Lakes and Corn Belt, 151-169. Food, Inc., 2009, 94 mins, https://sjsu.kanopy.com/video/food-inc-2</p> <p>THE GREAT PLAINS</p> <p><u>Readings:</u> Hardwick et al., Ch.11: The Great Plains, 205-225. Sheridan, Thomas E. and Nathan F. Sayre (2014). ‘A Brief History of People and Policy in the West,’ in Susan Charnley, Thomas E. Sheridan, and Gary P. Nabhan, eds. <i>Stitching the West Back Together: Conservation of Working Landscapes</i>. University of Chicago Press, 3-11.</p> <p><u>Explore Map:</u> Land & Department of the Interior https://www.arcgis.com/home/webmap/viewer.html?useExisting=1&layers=35c84e65cb644761868158379dec435d</p>
11	10/24 - 10/30	<p>THE SOUTHWEST</p> <p><u>Reading:</u> Hardwick et al., Ch.14: MexAmerica, 265-281.</p> <p>ROCKY MOUNTAINS & INTERMONTANE WEST</p> <p><u>Readings:</u> Hardwick et al., Ch 12: The Rocky Mountains, 227-243. Hardwick et al., Ch 13: The Intermontane West, 245-263.</p>
12	10/31 - 11/6	<p>LATINX GEOGRAPHIES</p> <p><u>Reading:</u></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Muños, Lorena, and Megan Ybarra 'Latinx Geographies,' <i>Society and Space</i>, https://www.societyandspace.org/forums/latinx-geographies</p> <p>DUE: Map This will be a map-making assignment using ArcGIS Online to understand patterns and relationships of Latinx communities in Los Angeles County. Refer to the step-by-step instructions provided on Canvas.</p>
13	11/7 - 11/13	<p><i>11/11 Veterans Day Holiday</i></p> <p>GENDERED GEOGRAPHIES</p> <p>Domosh, M. (2014) 'Towards a Gendered Historical Geography of North America,' in <i>North American Odyssey: Historical Geographies for the Twenty-First Century</i>, eds C. Colten and G. Buckley, Lanham: Rowman & Littlefield, 291-308.</p> <p>In Discussion 3 explain the social actions that led to greater gender equality and social justice in the U.S.</p>
14	11/14 - 11/20	<p>GEOGRAPHY, RACE AND BLACK GEOGRAPHIES</p> <p><u>Readings:</u> Gilmore, Ruth Wilson (2002) 'Fatal Couplings of Power and Difference: Notes on Racism and Geography,' <i>The Professional Geographer</i> 54(1):15-24. Hawthorne, Camilla (2019) 'Black Matters are Spatial Matters: Black Geographies for the Twenty-First Century,' <i>Geography Compass</i> 13(11):1-13.</p> <p>In Discussion 4 explain the social actions that led to greater racial equality and social justice in the U.S.</p>
15	11/21 - 11/27	<p><i>11/24 Thanksgiving Holiday</i> <i>11/25 Family Day Holiday</i></p> <p>POLITICAL & HEALTH GEOGRAPHIES OF THE UNITED STATES</p> <p><u>Readings:</u> Abramowitz, A. (2018) 'The Changing Political Geography of the United States,' in <i>The Great Alignment</i>, New Haven: Yale University Press, 72-89. Cohen, J. (2008) 'The Impact of Geography on Health Disparities in the United States,' in <i>Challenges and Successes in Reducing Health Disparities</i>, National Academy of Sciences, <i>skim</i> 7-46.</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Discussion 5 will explain the constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. using the example of human health.</p>
16	11/28 - 12/4	<p>RACIALIZED LANDSCAPES</p> <p><u>Readings:</u> Aldernman, Derek H. and E. Arnold Modlin Jr. (2014) ‘The Historical Geographies of Racialized Landscapes,’ in <i>North American Odyssey: Historical Geographies for the Twenty-First Century</i>, eds C. Colten and G. Buckley, Lanham: Rowman & Littlefield, 273-290.</p> <p>And choose at least one of: (A) ‘Whose Heritage?’ by the Southern Poverty Law Center (SPLC): https://www.splcenter.org/20190201/whose-heritage-public-symbols-confederacy (B) ‘Whose Heritage,’ 22 minutes: https://www.youtube.com/watch?v=VWNE8GquGlc</p>
Final	12/5 - 12/11	<p>DUE: Final Paper</p> <p>The final paper should be a minimum of 1,500 words (about 4-5 double-spaced pages) that covers one <u>specific theme</u> based on any of textbook chapters covered (for example, cities, or language, or politics), and covers one <u>specific geographic area</u>. Your writing will explore this theme and area by providing a <u>specific example</u>.</p>